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ABSTRACT

This publication contains curriculum guides for social studies courses in the seventh, eighth, and ninth grades. Each course is divided into several units which are organized in the following manner: overview; focusing questions; topic objectives; materials; and suggested activities. The grade 7 course, "Canada: An Overview," is geographic in orientation, and is divided into four units: Unit I, "The Physical Environment and the Local Community"; Unit II, "The Physical Environment in the Canadian Context"; Unit III, "The Physical Environment and World Development"; Unit IV, "The Finiteness of World Resources." The grade 8 course, "Changes Through the Ages: An Overview," aims to develop students' understanding of changes that people and their societies have undergone over the ages. It is divided into five units: Unit I, "Basic Human Needs Through the Ages"; Unit II, "Transportation"; Unit III, "Educating Societies Through the Ages"; Unit IV, "Social Structures Through the Ages"; Unit V, "Inventors and Discoveries." The grade 9 course, "Canada and the World: An Overview," is designed to develop students' understanding of how Canada's participation in world affairs grew during this century and how this involvement strengthened Canada and Canadians. There are five units in this program: Unit I, "Canada: An Overview"; Unit II, "Canada's Multicultural Heritage"; Unit III, "The Political, Legal and Economic Processes in Canada"; Unit IV, "Canada in World Affairs"; Unit V, "Canada and the Third World." A list of resources is included for each grade. (DB)

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Manitoba Education

1989

occupational entrance course social studies

grades 7—9

interim guide

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GRADE 7

CANADA: AN OVERVIEW

This course is geographic in orientation and is designed to help students gain a better understanding of the highly interdependent and interconnected communities in which they live. These communities may be as small as the family or as large as the world. The course focuses on why people live where they do and on the lifestyles they develop through the interaction with their physical environments and with each other.

Students should become aware that the earth's communities are characterized by diversity, with variations in such things as landforms, climate, vegetation, soils, water and mineral resources. Within this context, students should be able to conceive of the earth as a closed system of finite resources which need to be conserved and protected. They should be able to predict future alternatives to earth's current resources, with particular reference to food and fuel.

The grade seven program is concerned with students' understanding of the following:

UNIT I: The Physical Environment and the Local Community
UNIT II: The Physical Environment in the Canadian Context
UNIT III: The Physical Environment and World Development
UNIT IV: The Finiteness of World Resources

UNIT I

THE PHYSICAL ENVIRONMENT AND THE LOCAL COMMUNITY

OVERVIEW

This unit is designed to develop in students a sense of "community." They will study their own community in terms of the relationships of its natural and constructed environments to its culture and lifestyle.

The skills of map-work and an understanding of concepts of community development are objectives of this unit and will be used in future studies related to the country and the world beyond.

FOCUSING QUESTIONS

1. Why do people form groups?
2. Why do people live in communities?
3. How does the natural environment of our community affect its lifestyle?
4. How does the created environment of our community affects its lifestyle?
5. What is the future of our community?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify human needs;
- Define a group and a community;
- Describe the recreational, educational, social and employment opportunities available in the community;
- Identify the natural components of their environment;
- Identify the constructed components of their environment;
- Recognize the types of information found on maps;
- Explain why maps are useful.

Thinking and Research Objectives

The student should be able to:

- Read and construct maps;
- Use maps to determine distances;
- Prepare a legend to show natural and constructed features;
- Use maps to determine direction;
- Read and interpret line and bar graphs;
- Collect climatic information and relate it to their own lifestyles;
- Predict.

Attitude and Value Objectives

The student should be able to:

- Differentiate between needs and wants;
- Develop an awareness that an individual is a part of many groups;
- Demonstrate the need for cooperation in a group;
- Develop an understanding of the individual's role in the community;
- Discuss communities they might like to visit and give reasons for their choice.

Social Participation Objectives

The student should be able to:

- Take part in a group decision-making process;
- Interview residents of a community;
- Work in groups constructing maps, charts and graphs;
- Plan as a group a major provincial trip;
- Gather and collect information as a group.

MATERIALS

- Rivervale: A Community Study. Fitzhenry and Whiteside, 1974.
- Understanding Communities. Fitzhenry and Whiteside, 1972.
- Skill Booster Series. Globe: Communities
  Regions, Geographies, Culture
  Our Country
  The World
- Learning About the Earth. Cambridge Work-A-Text. Globe, 1979.
- Nelson Atlas of Canada. Nelson of Canada, 1980.
- "The Map Index" from Surveys & Mapping Branch, 1007 Century Street, Winnipeg, Manitoba R3H OW4.

SUGGESTED ACTIVITIES

- Have students develop a definition of a group and discuss:

  - the groups to which they belong or have belonged;
  - the groups that exist in the school (teachers, caretakers, administrators, student clubs, etc.);
  - the purposes of these groups.

- Have students identify ways in which groups meet the needs of individuals by answering these questions:

  - What must humans have to survive?
  - How might we classify basic human needs?
  - What are the differences between needs and wants?
  - Do the groups identified in the exercise above satisfy needs or wants?

- Students can brainstorm a list of human needs, then categorize them according to physical, social and emotional needs. They can put these on a chart, then color code needs and wants. Finally, they can take the list of groups identified up above and match them with the items on the chart.

- Have students explore the need for cooperation within a group.

  - What happens to a group with internal conflicts? (Create a hypothetical situation for discussion or have student relate actual incidents such as hogging the puck, neglecting household chores, refusing to accept a consensus. These situations can be role played in class, then the results of the conflicts can be discussed.)

  - How do groups make decisions? (Discuss the decision-making processes in the class or school.)

- Have students develop a definition of a community.

  - What is the difference between a group and a community? (Explain that a community may be as small as a family or as large as the world, but that, usually, a community consists of groups.)

  - Do all communities have a geographical boundary? (Make students aware of the use of the word in a categorical sense such as in the religious community, the Italian community, the farming community.)

- Have students delineate the boundaries of different communities in their area. They could do map work to include the boundaries of a town, a school division, a municipality, a health region, etc.

  - What criteria could you use?

- Have students identify their own location on a map. (The Surveys and Mapping Branch of the provincial government at 1007 Century Street has individual aerial photographs of all communities in Manitoba. The sample booklet "Map Index" is also available. See Materials.)

  - Where is my home, my school and the route between each?

- Have students identify and locate on a map the major resources and facilities of the community. Have them design a map legend for this exercise.

  - Where are the recreational, social, educational, religious, industrial, civic facilities?

- Have students identify the degree to which their delineated community meets their needs.

  - What needs are met?
  - What needs are not met?

. Students can use the chart developed earlier as a basis for a new chart which correlates community resources. The chart could identify resources and services by category. A source of services could be the local newspaper or phone directory.

- How are the unmet needs of the community accommodated?

- Have students locate on appropriate maps where these needs are met; in the more immediate vicinity, or from far away (e.g., the car dealer in the next town, education at a community college or university, special medical attention in Winnipeg).

. Have students identify how the weather and climate of the community affect its lifestyle.

- What is the difference between weather and climate?

  Weather: atmospheric conditions at a given moment (short period of time)

  Climate: characteristic weather over a long period of time

- Have students collect and record daily weather information or prepare a weather log. Information may be taken from newspapers or TV.

- What instruments are used to measure weather? How do they work?

- Students might take their own measurements, if instruments are available, or they might make their own crude instruments and compare readings on them with official, published figures. They could also visit a weather station.

- What is the relationship between geographic location and climate? (Discuss latitude, location (interior or coastal) and prevailing winds. Have students apply these factors to maps.)

- How does the climate of my community directly affect its lifestyle?

- Have students interpret the information found on a climatic graph to explain such things as:

  . farming seasons
  . tourist seasons/recreation
  . transportation
  . housing
  . clothing

- To provide students with a practicum in reading charts or tables and comparing climatic conditions across Canada, obtain material from Environment Canada, Ottawa.

. Have students identify how the vegetation and landform features of their community affect its lifestyle. On a map of the extended community, have students indicate features such as plains, hills, rivers, valleys, etc., and major vegetation types such as grasslands, woodlands, mixed.

  - How do the landform features affect the lifestyle?

. Have students identify the effect of the natural resources of the community on its lifestyle.

  - What are the community's natural resources? Have students identify the resources and draw up a chart according to categories. Have students develop a legend to include this data on the map of the extended community from the previous activity.

  - What contributions do the natural resources make towards the industrial, social or recreational life of the community?

. Have students identify the facilities or services of their community that have been added to the natural environment that significantly affect lifestyle.

  - How adequate are housing, roads and transportation services, utilities (electricity, water, sewage, garbage disposal), recreational opportunities, consumer and industrial facilities/services? (Use the information generated in a previous activity and add to it, if necessary.)

  - As a prelude to the next major activity (marked with .), students might trace the changes to their community over the past few decades. Information may be obtained from municipal records, old newspapers, museums, stories or presentations by senior citizens.

  - What effect has modern technology had on the lifestyle of our community? The topic might be introduced by examining technological changes that have occurred within the school or classroom over the past decade (ballpoint pens, vending machines, photocopying, student parking lots, air conditioning, school bus service, etc.).

  - What is the relationship between technology and the increase of women in the labour force?

  - Discuss the effects of technological change in the home (e.g., microwave ovens, electrical appliances, power lawn mowers, etc.).

. Have students identify factors that may affect the future of the community. They could brainstorm the following:

  - resource development or depletion
  - population changes
  - technological changes
  - automation and competition

- What can be predicted with respect to these factors? (Use small-group discussions or a class debate to reach class conclusions. Speakers from industry, the local council, community development, etc., might provide viewpoints.)

UNIT II

THE PHYSICAL ENVIRONMENT IN THE CANADIAN CONTEXT

OVERVIEW

This unit is designed to develop students' understanding of Canada as a community of regions.

The focus is on those characteristics of the regions which are natural and those which are created in terms of both their uniqueness and interdependence in the national context.

FOCUSING QUESTIONS

1. What is a region?
2. Where are the physical regions of Canada?
3. How do the natural and human made physical characteristics of our community compare with those of our region?
4. How do the natural and human made physical characteristics of our region compare with those of other regions of Canada?
5. Despite differences within and between regions of Canada, what factors tie the six regions together to make the larger community of Canada?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Develop a definition of a region;
- Identify characteristics useful to the description of a region (i.e., physical, economic, cultural and political);
- Identify the physiographic characteristics which have determined Canada's regions;
- Identify the physical regions of Canada;
- Identify overlaps of physical regions within provincial boundaries;
- Identify and compare the major economic activities of people within and between regions of Canada;

Thinking and Research Objectives

The student should be able to:

- Interpret data from atlases, graphs and encyclopedias to compare regional characteristics;
- Compare the various characteristics of his or her community with those of the region to which the community belongs.

- Use information and legends to construct regional maps;
- Compare and contrast the characteristics of their region with those of other regions;
- Identify and priorize elements which help unify Canada.

Attitude and Value Objectives

The student should be able to:

- State preference(s) for which region(s) they would like to live in, and give reasons;
- Express ideas and feeling about lifestyles in different regions;
- Develop appreciation of factors which help unify Canada.

Social Participation Objectives

The student should be able to:

- Work in groups to gather data;
- Work in groups to construct maps, charts, graphs;
- Work in groups to summarize, reach conclusions and compile group reports.

MATERIALS

Student

- Regional Studies of Canada. Gage, 1970. OR
- Canadian Communities. Ginn, 1975.
- Canadian Oxford Atlas. Oxford Press, 1985.

Supplementary or Teacher Reference

- Let's Take a Trip. Gage, 1982.

SUGGESTED ACTIVITIES

- Have students identify the different characteristics that may be used to define a region.

  - What criteria can be used? (Discuss and identify the four main categories for defining a region: physical, economic, political and cultural.)

  - Have students brainstorm examples to fit into these categories:

    physical: landform, vegetation, climate
    economic: agriculture, mining, fishing, industry
    political: boundaries, borders, governmental jurisdictions
    cultural: race, religion, customs, values

- Which of the physical, economic, political and cultural characteristics apply to our region?

  At a later stage students will be asked to list or chart specific characteristics of regions of Canada. At this stage, the activity is conceptual in nature. For example, students might write one or two brief paragraphs to answer the question.

. Have students identify the regions on a map and draw in the boundaries: Atlantic Provinces, St. Lawrence and Great Lakes, Lowlands, the Prairies, Western Mountains and Valleys, the Near North, and the Far North.

  - Identify which provinces or parts of provinces are located in each physical region.

  - Identify what physiographic factors operate in determining the physical regions (e.g., mountains, the Canadian Shield, waterways, Plains).

. Have students identify and chart the physical and human made characteristics of the region.

  - Compare the regional characteristics (similarities and differences) with those of the students' communities.

. Have students identify characteristics of other regions in Canada.

. Have students chart similarities and differences of the regions of Canada.

. Relate the lifestyles of the different regions to their individual physical characteristics. (Extend the previous chart/legend or develop new ones.)

  - Discuss why some lifestyles are very similar and very different across regions. Brainstorm for relationships such as those between climate--clothing; location--jobs, incomes, resources, recreation, housing; transportation--mobility; utilities--comfort.

  - Point out that location, landform, climate and resources may account for very different jobs and lifestyles; i.e., the fishing versus the mining or the lumber-cutting versus accounting. On the other hand, those in the same kinds of jobs may have very similar lifestyles no matter what the location. The hotel employee, for example, may lead the same kind of life whether in Brandon or Halifax. Students should come to the conclusion that those characteristics that result from human development tend to equalize lifestyles across all regions. In this section, students can do extended map-work and get information from relief maps, population maps, climate maps, political maps, etc. See Canadian Oxford Atlas.

- Make comparisons between regions through simple questions:

  Which is the largest region?
  Which is the smallest?
  Which is the least/most populated?
  Which is the most industrialized; most agricultural?
  Which has the most valuable resources?

. Have students identify relevant factors that tie the six regions together to make the larger community of Canada. Use group discussions and topical reports to the class. Focus on the following:

- Are any regions self-sufficient?
- Is language a unifying factor? Discuss French-English historical background.
- Why are transportation services so vital? Discuss the railways and TransCanada Highway.
- Why must energy resources/production be shared? Discuss coal, oil, natural gas, hydroelectric power. What about nuclear energy?

. What forms of communication are unifying factors? For example: CBC TV, radio, post office.

- In what way does the federal government unify the regions? Discuss: federal-provincial shared programs such as those that attempt to provide equalization in health, welfare, manpower and education fields; external trade; and defense.

UNIT III

THE PHYSICAL ENVIRONMENT AND WORLD DEVELOPMENT

OVERVIEW

This unit examines the ways of life that develop as people in diverse physical environments attempt to satisfy the same basic needs.

The unit will give students the opportunity to explore specific regions of the world and to examine their similarities, differences and relationships.

FOCUSING QUESTIONS

1. What elements comprise the world's physical environment?
2. How does the physical environment affect where people live?
3. How do different physical environments affect major economic activities?
4. How are the earth's resources distributed?
5. What effects does the uneven distribution of world resources have on people?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify and locate the major land masses and water bodies of the world;
- Identify the major mountain systems and plains of the earth;
- Recognize the relationships among population, landforms and climate;
- Identify major world resources;
- Recognize the uneven distribution of world resources;
- Recognize relationships among resources, trade and population distribution on a regional basis.

Thinking and Research Objectives

The student should be able to;

- Use an atlas to locate landform and climate belts on a map;
- Interpret data to show the relationships among population density, landforms and climate;
- Interpret data to show relationships between natural resources and industrial/economic activities.

Attitude and Value Objectives

The student should be able to:

. Discuss reasons people might have for living where they do;
. Understand the concept of "the global community."

Social Participation Objectives

The student should be able to:

. Make a display showing the relationships among population density, landforms, climate and human activity and encourage an understanding of the interdependency of our world. Place the display in a public place.

MATERIALS

. Canadian Oxford School Atlas, 4th ed. Oxford University Press, 1977.
. Encyclopedia and other library resources.
. Films from Ducks Unlimited--obtain catalogue (check telephone book).

SUGGESTED ACTIVITIES

. Have students identify the major elements of the world's physical environment. Note: The basic activities for this section will be map studies, using physical, climatic and vegetation maps as found in the Canadian Oxford School Atlas. Have students:

  - Estimate how much of the earth's surface is water and how much is land.

  - Identify the four major kinds of landforms and how they are distributed (mountains, hills, plateaus and plains).

  - Identify the different climatic regions around the world. Use films, slides, illustrations, etc., portraying different physical environments around the world.

  - Consider how different landforms and climates determine vegetation patterns around the world. Students might construct four of their own maps showing: the world's major land and water bodies, landforms, climates, and vegetation belts.

. From population maps, students can identify population patterns around the world. Have them consider the following questions:

  - Where are the major concentrations of population around the world? Draw charts dealing with population densities.

- How are population concentrations around the world affected by landforms and climate? Examine population densities in terms of hilly, mountainous, desert or plains areas of the world. Compare densities in similar landforms in different places in the world. Use overlay work.

. Have students identify the major economic activities characteristic of people who live in/on plains, plateaus, hills, and mountains.

- Chart on a comparative scale which regions produce most of the world's food and which produce the least.

- Discuss the effects of extremes in temperatures and climate on regional food production.

- Use a case-study approach to discover why there is little or no food production in polar, arid, tropical or rain-forest regions.

. Review the meaning of the term "natural resource" (a natural resource is wealth provided by nature, used by human-kind to meet its needs).

- Identify the categories of natural resources. For example, animal--wildlife, domestic, fish, birds, insects; vegetable--trees, fruits, grains, herbs, vegetables; mineral--metalic and non-metalic; water, air, soil.

- In small groups, or as a class, brainstorm and list which important resources are renewable and which are non-renewable. Do map work and make charts or graphs which can be displayed to illustrate how these resources are distributed throughout the world.

. Have students identify relationships among the natural resources of regions, population distribution, industrial/economic activity and trade.

- Have small groups each select a particular region and examine whether that region has a surplus or scarcity of natural resources in terms of its own needs. (For comparative purposes, regions selected should cover first-, second- and third-world areas.)

- Discuss how regions deal with their surplus or scarcity of natural resources. (Note: This question is an extension of similar questions asked in Units I and II with respect to the local community and Canadian regions. Students might rate countries/regions of the world as "have"/"have not" areas.)

- Obtain data from atlases and encyclopedias to examine conditions within different regions. For comparative purposes, there should be some standard structure to the work of the different groups, which can be established jointly by the class and teacher in the form of questions such as: To what extent does the use of the region's resources provide employment for the population? Are the people of the region provided with education and training to develop the work skills needed for employment?

- Discuss how the industrial/economic activities of the region affect its population distribution.

- Is modern technology understood and applied in the region in the utilization of its resources?

- In the development of resources, are workers exploited?

- Discuss the relationship between resource location and population distribution. Are the economic activities of the region labour-intensive and responsible for particular population concentrations/distributions in the region?

UNIT IV

THE FINITENESS OF WORLD RESOURCES

OVERVIEW

This unit is designed to help students understand that the world's renewable and non-renewable resources must be managed judiciously to both ensure human survival and sustain current lifestyles.

FOCUSING QUESTIONS

1. Are the ways in which human beings use the world's resources as a threat to their life or lifestyles?
2. How can these threats be minimized?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Recognize that resources are both renewable and non-renewable;
- Recognize the relationship between resource use and human activities;
- Recognize the relationship between resource use and pollution;
- Recognize the ways in which resources can be protected or conserved.

Thinking and Research Objectives

The student should be able to:

- Gather data and interpret information on the multiple uses of resources;
- Research ways to conserve resources;
- Research the causes of pollution using magazines, newspapers, etc.

Attitude and Value Objectives

The student should be able to:

- Develop an awareness of resource management and pollution;
- Recognize that if the human race is to survive, humans will have to alter their lifestyles;
- Develop an awareness of the values of an industrial society and its effect on resource consumption.

Social Participation Objectives

The student should be able to:

- Determine through discussion the attitudes of others towards resource use and pollution control;
- Produce displays or posters related to resource conservation and pollution;
- Increase awareness and perceptions of resource conservation through dramatization performed for other students.

MATERIALS

- Environmental Science. Ginn, 1983.
- Energy in Society. This is a kit of games available from the Ontario Ministry of Education.
- Pamphlets related to energy available from:
  - Manitoba Hydro
  - Department of Energy, Mines and Resources, Government of Canada. (See Manitoba Telephone Directory.)

SUGGESTED ACTIVITIES

- Have students identify practices in the use of resources which pose threats.

  - Students have identified non-renewable resources in a previous unit. Ask them to examine experts' predictions in the 1970s-80s about the world's fossil-fuel reserves. Are there opposing viewpoints? Why?

  - Have students debate or make charts and graphs illustrating which regions of the world are likely to be most affected by depletions of non-renewable resources. (Note: In this section a considerable amount of teacher input may be necessary to provide data or help students find it. However, once the information is obtained, students should be able to conclude that it is the industrialized nations that are the most likely to be affected.)

  - Discuss the effects shortages of non-renewable resources probably will have on the students' lifestyles. Students should be able to reach the conclusion without teacher input that we either find alternatives or conserve what we have.

  - Brainstorm ways to conserve: walk rather than drive a car, where possible; turn down the thermostat, insulate homes better, burn wood.

- Scenario: Suppose the only energy available to us was that from the sun, fire, manpower and animal power. Describe how our lifestyles would be changed. How similar would it be to lifestyles in some current third-world, underdeveloped countries?

- Brainstorm which renewable resources appear to be in danger of either depletion or pollution. The main focus probably will be on the pollution of air, water and soil.)

- Examine the extent of reforestation programming and/or the possible extinction of wildlife.

- Develop the concept of "balance of nature." This topic is also dealt with in the grade 8 OEC science program.

- Discuss how serious a threat uncontrolled human population growth is to the depletion/pollution of resources. Examine questions of starvation and mortality in the world. Relate uncontrolled population growth to the world's ability to produce enough food.

- Develop charts and graphs on data obtained from the UN/World Health Organization.

- If possible, view films, slides, and TV documentaries which portray deplorable living conditions and disease-ridden environments around the world.

. Brainstorm actions which are being or could be taken to protect/conserve world resources.

Alternatives to Non-Renewable Fossil Fuel: nuclear power; electricity; solar energy; hydrogen power; tidal power; use of wood, coal, peat, treated garbage, underground water, etc.

Methods of Conservation: change in lifestyle (introduced in previous section), controls through rationing and manipulating prices, recycling (oils, metals, minerals).

- Through small-group discussion, identify categories of methods of preserving renewable resources.

Animal Resources: parks and wildlife sanctuaries; hunting regulations; protective artificial environments such as trout ponds, oyster and shrimp beds; improved care and breeding of domestic animals, etc.

Vegetable Resources: reforestation programs; development of hybrids for grains, fruits, vegetables; improved farming practices, irrigation and fertilization of marginal land; future use of the seas as an increased source of food.

Natural Resources: air, water and soil: prevention of pollution (elimination of mercury poisoning, control of plankton, proper sewage disposal, elimination of acid rain, etc.); prevention of air pollution (control of industrial emissions, the automobile, smog, etc.); prevention of soil pollution (review of garbage disposal practices, use of insecticides, pesticides, farming practices, controls on land usage).

Population Control: voluntary control (relatively ineffective), medical control, control through taxation policies (penalize/reward families according to birthrate).

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- Communities
- Regions, Geographies, Culture
- One Country
- The World

Tomkins, Doreen M. Regional Studies of Canada series. Toronto: Gage, 1970.
- Manitoba; Where East Meets West
- Saskatchewan: Land of Far Horizons
- Alberta: Where the Mountains Meet the Plains
- British Columbia: Mountain Wonderland
- North of Sixty: Canada's Advancing Frontier
- Northern Ontario: Land of Buried Treasure
- Southern Ontario: Workshop of the Nation
- Quebec: French Canadian Homeland
- The Atlantic Provinces: Tidewater Lands

The Gage Urban Studies Series. Agincourt, ON: Gage, 1977. This series will serve well throughout the program. Titles include:
- What's Urban Geography?
- Towns and Cities: Yesterday, Today and Tomorrow
- People and Pollution
- Urban Problems: More People, More Cities

Tomkins, Doreen M. Regional Studies of Canada Series. Toronto: Gage, 1970.

grade 8

GRADE 8

CHANGES THROUGH THE AGES: AN OVERVIEW

This grade eight social studies program aims to develop students' understanding of changes that peoples and their societies have undergone over the ages.

The curriculum focuses on how people lived through the ages as well as on the ideas and values they formed. It moves from the twentieth century through time and space to the most ancient times in humankind's existence. The curriculum's thematic nature enables students to understand the growth and development of familiar aspects of their own society--such as transportation, the arts, governments--and to appreciate the contributions of earlier societies.

Visual illustrations are expected to be essential parts of teaching strategies to provide a stimulating and interesting learning environment for the students. Therefore, filmstrips, films, pictures, book illustrations and transparencies are referenced throughout this guide.

The grade eight program is concerned with students' understanding of the following five units:

UNIT I: Basic Human Needs through the Ages
UNIT II: Transportation
UNIT III: Educating Societies through the Ages
UNIT IV: Societal Structures through the Ages
UNIT V: Inventions and Discoveries

Each unit is alloted an average of seven weeks. However, teachers are <u>not</u> expected to cover <u>all</u> the topics in any one unit, or all units in the outlined order. There are <u>alternative</u> segments in each unit.

The time machine, Orka I, represents a symbol of travel, a vehicle through which students span the ages as they travel through space and time, paying visits (some for short periods, some for periods of more detailed investigation) to different places and different times.

UNIT I

BASIC HUMAN NEEDS THROUGH THE AGES

OVERVIEW

This unit is designed to help students identify basic human needs through the ages. Students will study how basic human needs may remain the same through the ages and how other needs arise due to climate, environment, geography, level of development and the changing availability of materials and resources.

The review of the concepts of time and space touch on particular skills that are essential to the curriculum's focus, as the many themes span the past, present and future.

FOCUSING QUESTIONS

1. What is time and how may time be measured?
2. How may we locate ourselves in space?
3. How are centuries named and why?
4. Why is 1989 in the twentieth century?
5. What will the next century be called and when will it begin?
6. What was the last year in the previous century?
7. What are basic needs?
8. What are some factors that influence how basic needs are defined and met?
9. Do basic needs change over time?
10. Have basic needs changed in the past?
11. Will basic needs change in the future?
12. How have basic needs been met through the ages?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Understand concepts of time and space;
- Identify basic human needs;
- Recognize the many ways in which needs may be defined and met;
- Identify factors that affect how basic needs are met;
- Identify particular inventions and discoveries of early times that helped humankind meet their basic needs;

Thinking and Research Objectives

The student should be able to:

- Use reference books in the library to research the ways in which other societies have measured time;
- Use maps to locate places, measure and compare distance, and interpret legends;
- Use the library to research the ways that other societies have met basic needs;
- Draw inferences about whether ways of meeting basic needs have changed over time;
- Conclude whether needs may change in the future and propose factors that may influence such changes.

Attitude and Value Objectives

The student should be able to:

- Appreciate the difference between things necessary to basic survival and the wants and desires of people;
- Appreciate how a society's level of development may affect the level at which basic needs are met;
- Discuss how people in earlier periods used their environment creatively to survive;
- Compare early endeavours with modern societies' abilities to meet basic needs;
- Discuss and compare the difficulties earlier societies faced in providing for the basic needs of food, shelter, medicines to those now available in Canadian society;
- Discuss whether it will become easier to provide for basic needs in the future.

Social Participation Objectives

The student will be able to:

- Work in groups to decide how their perceptions of their own personal needs may differ from general definitions of basic human needs;
- In groups, research illustrations of the types of dwellings and clothing constructed and designed through the ages, noting differences, similarities and improvements;
- Dramatize particular moments in the history of humankind;
- In groups or individually, create models of early tools, houses, or weapons, and share these with the class.

MATERIALS

See materials listed in each section of "Suggested Activities."

SUGGESTED ACTIVITIES

- Advise students to set aside a section in their notebooks in which to keep a glossary that they may refer to throughout the year. They may also set aside a section in which they will list the inventions and discoveries of the various centuries as they become aware of these in each lesson. These will be referred to in the final unit of the curriculum.

- Introduce pertinent vocabulary as a pre-unit exercise to provide students with an introduction to the topics to be discussed in the unit. Difficulty of vocabulary should increase with the ability of the students.

  - Examples of Vocabulary: century, decade, era, year, discovery, utensils, development, space, previous, date, time, locate, landmarks, periods, history, future, predict, climate, environment, ancient, millennium, route, highways, expressways, symbols, etc.

Concepts of Time and Space

- Guide the Time Machine from the twentieth century into past centuries, whizzing back and forth to the future and past, as students learn how to locate themselves in time and space. Basing the machine in the 20th century, focus questions on how time is measured.

  - In what century do we live? Why is the year 1989 called the 20th century? (Continue with years from past and future as necessary: 1899, 2005, 1462, etc.). What will the next century be numbered?

  - When will the next century begin? How old will the students be then?

  - How many years are there in a century, a decade, a millennium? Draw a time line and locate ancient times, the middle ages, modern times.

  - What is an "age" or an "era" in history? What are the names of some of the ages (Middle Ages, etc.)?

  - Why is it important that "time" be measured? Invite an archaeologist to the class to talk about the importance of his or her work. Or, visit an archaeological digging site, if possible.

  - What are some ways in which we identify the time in which earlier people lived? Have students research methods of dating, such as Carbon 14 dating, layering, tree-ring dating, etc.

  - What are some of the instruments used in earlier societies to measure time? Show illustrations of several instruments used to record time, such as the Egyptian Shadow Clock, the Medieval Matched Candle, a Pocket sundial, a Greek water clock, or an hour glass. Students could design their own instruments for measuring time.

. On the time line, students can locate the 21st century, 1984, 1894, ages and eras, etc.

. Review map skills through several exercises that focus on:

- locating points and places on maps;
- measuring distances, routes on maps;
- locating transit routes on local maps;
- identifying signs and symbols on roads and highways.

. Plan a trip from your school to your home. On a local map, trace the route, the distance and time such a trip would take. Identify at least four land marks, using your own legends.

. In small groups, plan a walk through the neighbourhood of your school. Trace and measure the distance your route will take. Landmark at least three points.

. On a local map, draw your main streets and locate a major shopping centre. Trace the route.

. Locate the boundaries of your city, town, province, etc.

. Identify some of the signs and symbols found along the highway.

. Draw a map of your neighbourhood. Locate your street, the two nearest streets, your nearest drugstore, supermarket, school and church.

. On a map of Canada, mark the Trans-Canada Highway.

. The following specific references will be useful in studying time and space concepts:

- Human Heritage, pp. 10-12.
- Exploring Civilization: A Discovery Approach, pp. 2-4, 10-13, 40-47, 186-187.
- The Earliest Men and Women, pp. 8-23.
- Ancient Civilization, pp. 1-17.
- Nelson Atlas of Canada.
- Paddles and Wheels: Everyday Life and Travel in Canada, pp. 34-35.
- Manitoba Drivers' Manual.

Basic Needs

. Lead class discussion on a review of basic needs through questions such as:

- What are some factors that affect fulfillment of basic needs; e.g., where homes are built?
- Do people in the Arctic, for example, have different basic needs from those of people living in urban centres in winter?

- Do the students have different basic needs in winter and summer?
- Are there situations today where transportation would be considered a basic need?

. Students could brainstorm and list:

- basic human needs;
- things that students may possess but which are not absolutely essential (radio, television, etc.);
- necessities for the home that are not needed for summer but are essential for winter (e.g., heat);
- clothing worn in the winter that may be done without during the summer.

. With the time machine travelling back through the ages, land in the Stone Age (Paleolithic through Neolithic) and observe how humankind met basic needs. Discuss the following questions:

- How did they obtain their food?
- What were the main foods eaten?
- How were these prepared?
- How was food preserved?
- What were the different environments like?
- What were the tools, utensils, and weapons used?
- What were clothes made of?
- Where did they live?

. Have students describe the scenes depicted in various illustrations, books, transparencies or movies, such as 1001 BC.

. Have students identify elements of the Stone Age environment that posed a threat to existence (animals, other people, climate, lack of tools). Describe the measures the people took to minimize these threats.

. Group Drama Activity: You are a hunter living during the Stone Age. As leader of your small band, you must hunt a huge mammoth. With your fellow peers you plot the strategy you will use to trap the animal. Dramatize the trapping of the animal to the class. (See Human Heritage, pp. 25-26; The First People, pp. 118-119.)

. Discuss how the environment in the Stone Age influenced the way people lived. Explain that people of the Old Stone Age lived in a harsh environment. It aged them early. They were old at 40. Few lived beyond 50 years. Discuss features of the environment and its effect on the bodies of the people. Have students draw comparisons among Stone Age, early Canadian settlement and modern Manitoba ways of coping with climate.

- List some of the features of Manitoba's climate that adversely affect people. Discuss:

  - How does the cold affect the skin?
  - What does extreme heat do to the skin, the hair?
  - What are some of the precautions Manitobans can take to avoid the negative affects of cold and heat that were not available to earlier people?

- Have students view films or read novels which depict adventures of castaways. Ask students the following types of questions:

  - Did the people provide for their basic needs?
  - Did they hunt, fish, and grow their own food?
  - What materials were used to make dwellings?
  - Did they form any groups among themselves?
  - Were there any activities to entertain themselves as groups, as individuals?
  - How did they make their tools, weapons, and utensils?
  - Are the scenes realistic?

- Suggested Scenario: Imagine you are stranded on an island with members of your class. You have no tools, food or shelter. The island has fish, vegetation, animals and fruits. Break up into groups of four or five and briefly write down how you would go about providing for your basic needs.

- The following specific references will be helpful in the study of the preceding section:

  - Human Heritage, pp. 15-21, 27-32.
  - Exploring Civilization, pp. 56-59.
  - History and Life: The World and Its People, pp. 9-15.
  - Films: Gilligan's Island, Robinson Crusoe, Lord of the Flies.
  - Novels: Robinson Crusoe, Lord of the Flies, Paradise Island.

- Read to students or have them read materials on the way of life of some of Canada's earliest peoples. Use filmstrips, movies, transparencies and/or pictures and discuss the following questions:

  - How did they obtain their food?
  - What were the main foods eaten?
  - How were these prepared?
  - How was the food preserved?
  - What were the different environments like?
  - What were the tools, utensils and weapons used?
  - What were their clothes made of?
  - Where did they live?

- Have students on a map of North America or Canada, locate where early Inuits and the North Pacific Coast and Plains Indians might have lived.

- Brainstorm and list the foods of the early Indians. Which of these are still eaten today?

- Have students describe the environment of the earliest Canadians.

  - Make a collage of the tools, utensils and weapons of the four groups studied. Compare for improvements in each group.
  - Prepare some of the foods of early Native peoples: smoked meat or fish and beef jerky (pemmican was a Metis food).
  - Build a model of an Indian village.

- The following specific references will be helpful in the study of the preceding section:

  - People of the Ice, pp. 27-28.
  - Indians of the Plains, p. 8.
  - Indians of the North Pacific Coast, pp. 6-8.
  - The First People, pp. 12-13; 32-33; 102-103; 130-131; 134-135.
  - Film: Indian Origins (Manitoba Education)
  - Slides and booklets available from the Native Education Branch, Manitoba Education.

Contributions of Indians

- The following information will be useful in discussion of the early contributions of Indians:

  Food

  Considering the contributions of all Indians on the American continents, it is apparent that almost everything edible in any Canadian kitchen today was first grown by Indians in the New World. If all foods first used by American Indians were taken from our dinner plates, we would be left with little to eat.

  Corn was the most important and widespread cultivated food plant in the entire New World. It was grown from the upper Missouri River in North Dakota and the lower St. Lawrence River region to Chile. At least four major varieties were grown by Indians.

  The bean was the second most important cultivated plant in North America. Four kinds were domesticated in North America. The western highlands of Mexico and Central America are believed to be the most probable centre for the domestication of the bean plant.

Pumpkin and squashes were the third most important source of cultivated food for early North America. They originated in South America, Central America, Mexico and parts of southern United States.

Arrowroot was grown around the Caribbean and in tropical South America. Today it is used commercially for starch.

Black cherry was probably semi-cultivated in Mexico in pre-Columbian times. Extracts and infusions of the bark and roots have medicinal uses.

Bromelia, with spiny leaves and string fibres, is an acidic fruit grown from Mexico to northern South America. The fibre is produced on a commercial scale today.

Cocoa was cultivated only in North America and is the source of our cocoa and chocolate.

Coconut was cultivated on the Pacific coast of North America from Panama to perhaps as far north as Jalisca. Today, it is an important commercial plant and use is made of the fibres from the coconut husk, sugar from the sap of the tree, and oil from the meat of the coconut.

Guava was cultivated from Mexico to Peru and in the Caribbean in pre-Columbian times. Indians in Central Mexico had various medicinal uses for this fruit.

Manioc originated in South America. It is usually boiled or roasted as a vegetable.

Papaya originated in South America, probably in the Amazon basin. The dried, coagulated sap, called papain, is today a commercial product used for tenderizing meat and tanning hides.

Pineapple probably originated in South America.

Plums were planted from cuttings in Mexico, Central America and pos- sibly the West Indies in pre-Columbian times.

Red peppers (at least three species) were cultivated in tropical and sub-tropical America from Mexico to Chile, around the Caribbean and east across South America to the Atlantic Coast of Brazil and the Guianas.

Sunflower probably originated in the southwestern United States. In addition to its use as a food, the cultivated sunflower was used as a medicine and an element in ceremonies.

Sweet potato was domesticated on the north coast of South America, in an are bordering on the Caribbean Sea. It was a staple food over most of South America and in the Caribbean.

Tomato use spread to Mexico in pre-Columbian times and became a more important part of the diet there than in Peru.

Chicle originated in Mexico and is still used today as the base for chewing gum.

Maple sap was collected and boiled for sugar.

Wild rice was picked up by the Indians of North America to give variety to their diet. Today, it is considered a delicacy.

Animals

The Native people showed early explorers and settlers how to get and prepare food obtained from the wild animals which roamed the country.

Indians obtained food from wild animals such as moose, deer, elk, antelope, buffalo, reindeer, etc., as well as many forms of waterfowl.

. For the following section, use a teaching structure similar to that used in the earlier segment on the Stone Age. Take the time machine on journeys through other ages, to observe how people's basic needs were met.

Examples:

- the Middle Ages (England);
- England during the Industrial Revolution;
- Canada and the first European settlement in Manitoba.

. Use the following questions to guide discussion of how people in other times and places met their needs.

- How did they provide for themselves?
- How were the ways in which needs were met different from those in the Stone Age, in ancient times?
- How did early Canadian (European) settlers build their houses?
- How did they obtain materials for clothes?
- What were their main foods?
- Did they farm, hunt, import dry goods?

. Have the students collect illustrations of:

- utensils, weapons, and tools of early Europeans in Canada during the 1800s;
- utensils, tools and weapons of Canadians in the 1700s;
- utensils, tools and weapons of the twentieth century.

Display these around the classroom. Students and teachers may observe these to note changes in each area from one age to another. Or, construct a large time-line around the classroom and place items on it or use the time-line previously constructed.

Inventions/Discoveries That Have Made Meeting Basic Needs Easier

. Have students brainstorm discoveries and inventions that have made meeting basic needs easier; e.g., fire, the wheel, tools, utensils, weapons, clothing and shelter. Provide illustrations and sources of information for students.

. Have students make models of utensils and weapons (see Human Heritage, p. 18, and Every Nation Has a Story, pp. 22-23).

. Have students find illustrations of different types of dwellings across the ages. Identify the different materials, designs, purposes and sense of permanence. Ask them if there were different types of houses for different kinds of peoples in the same society.

. Students can make/model different types of clothing worn across the ages, and classify them in terms of purposes, availability of raw materials used, practicality versus fashion.

. Discuss the types of clothing popular today which have been developed in previous times (e.g., Roman sandal, toga, moccasin, leather jacket, fur hat, etc.).

. View films to identify clothing styles and make a collage.

. Visit a museum.

. Compare earlier inventions/discoveries, such as fire, tools, weapons, with modern conveniences today, such as stores, washing machines, automobiles.

. The following specific references will be helpful in the study of the preceding section:

- Human Heritage, pp. 19-32, 51-52, 66-67, 103, 199-200, 211.
- The First People: An Artist's Reconstruction of Canadian Cultures, pp. 42-43, pp. 126-129.
- History and Life: The World and Its Peoples, pp. 7-17.
- Six Chapters of Canada's Prehistory, pp. 126-129.
- Peoples of the Ice, pp. 23-26.

Food and Clothing

. Introduce the topic by talking about purposes and processes involved in preserving, freezing, dehydrating and making concentrates of food.

. Have students discuss the following questions:

- What might foods of the future be like?
- How might they be cultivated, prepared and preserved?
- Will we become a race of "pill takers?"

. Discuss foods of the future in terms of hybridization, hydroponics and synthetics.

. Have students discuss the following questions:

- How might people dress in the future?
- What kinds of materials might be used?
- How many materials today are made synthetically?
- Are we likely to further develop "throw away" clothing?
- Is uni-sex clothing to stay?

Shelter

. Encourage students to speculate about possible future types of shelter. Provide resources and references which will challenge the working out of this hypothesis. Encourage them to use articles in periodicals, professional journals, newspapers, etc., which are factually based. Discuss the following types of questions.

- How might houses of the future be designed?
- Could there be houses in space?
- What kinds of building materials might be used in the future?
- Will underground homes become more popular in colder or warmer climates?

UNIT II

TRANSPORTATION

OVERVIEW

In this unit students will study various forms of transportation from the earliest canoes of ancient times to the computers and programmed spacecraft of today. Students will study many discoveries and inventions through the ages that have helped in the development of various modes of transportation.

Knowledge about the development of transportation will enable students to appreciate how its evolving technology has changed lifestyle over the ages and how rapid change has been in recent times.

FOCUSING QUESTIONS

1. What changes and progress in transportation have occurred over the ages to the present day?
2. What modes of transportation did the early Canadian settlers use on land, sea?
3. How have these modes changed today?
4. How did the railway system develop in Canada?
5. What effects did the building of railroads have on development and settlement in Canada?
6. How has the discovery of the wheel affected people's lives?
7. How has road construction changed over the years?
8. What is the relationship between transportation and trade? ... transportation and settlement patterns? ... transportation and the environment?
9. What might transportation be like in the future?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify the forms of, and advances in, transportation from the Stone Age to the twentieth century;
- Understand how technological advances in transportation have affected the landscape and environment;
- Understand and explain the interrelations between advances in transportation and the movement of peoples;
- Understand the relationship between transportation and the movement of goods;
- Discuss the future of transportation and its effect on lifestyle.

Thinking and Research Objectives

The student should be able to:

- Locate, using maps, major transportation and trade routes across the country and throughout the world;
- Use library materials to acquire information on transportation models;
- Infer what changes have occurred in transportation and how they have affected the environment;
- Infer transportation's effect on trade;
- Predict what transportation may be like in the future.

Value and Attitude Objectives

The student should be able to:

- Evaluate the contributions of earlier societies to modern transportation;
- Understand the importance of contributions made by inventors such as Watt, the Wright Brothers, Ford, and others.

Social Participation Skills

The student should be able to:

- Work in groups to research various forms of transportation through the ages;
- Work in groups to plan trips;
- Work together to create models of early forms of transportation.

MATERIALS

See materials in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

- Have students write pertinent vocabulary in their glossaries: transportation, transport, travel, routes, inventions, development, progress, trade, commerce, migration, immigration, settlement, etc.

- Discuss major land, sea, and air travel routes. Have students work in groups to brainstorm various modes of transportation in each category:

  Land - on foot, cars, truck, buses, trains, bicycles, motorcycles, etc.
  Water - boats, ferries, freighters, hydrofoils, ocean liners, etc.
  Air - balloons, airplane, airigibles, helicopters, spaceships, etc.

- Groups might list as many vehicles/modes of transportation as they can and date their beginnings. Alternatively, groups might time-line the development of a particular mode of transportation.

. Groups can research the beginnings and early history of each transportation mode. For example, in the study of cars, a group might research the following questions:

- How were some of the early cars in Canada designed?
- Who invented the first car in North America?
- What were cars used for primarily in the nineteenth century in Canada?
- Were there any cars in the early 20th century in Canada? What other means of transportation dominated?
- How do today's cars compare with earlier cars (e.g., design, gas consumption, options, durability, etc.)?

. Discuss what is involved in owning a car today (e.g., buying and maintaining a car--license, repairs, rules of the road).

. Assign students relevant sections in Words for Wheels: A Driver's Vocabulary and Owning A Car, or the Manitoba Driver's Manual.

- Students could brainstorm items one would carry along on a long journey, or the tools one should always have in one's car in case of breakdown, etc.

. Use similar approaches with other modes of land, sea and air transportation.

. Students might research, and collect photocopies of illustrations of the car (or other forms of vehicle) from the nineteenth century to the present. They might make a collage for display in the classroom that include information on design, power, practical uses, durability, speed, gas consumption, etc.

. Examine how people get around on land. Select one means of travel in any one category (land--on foot, truck or train) for detailed discussion, or have brief discussions on each type of travel. Present students with visual illustrations of the means of transportation selected. Consider the following questions:

- Are there societies today where people still go on foot for most of their travels?
- What is the farthest distance students have travelled on foot?
- What are some of the problems one would face travelling vast distances on foot today (for example, from Winnipeg to Toronto)?

. Travel with Orka to ancient Canada to study means of transportation of the earliest Canadians. Read and view illustrations in various books, such as Indians of the Subarctic, pp. 18-19; Indians of the Plains, pp. 18-19; Indians of the Woodlands, pp. 18-19; The First People, pp. 30-38 and 122-123; People of the Trail, pp. 31-34. Read selections from Early Travel.

. Locate where early Canadians settled.

. Discuss what the environment was like for early Canadians. What hazards would they face on long journeys. What types of transportation were used?

- Have students try to build a model canoe ("Canoe Making" in The First People, pp. 38-39), or draw different types of canoes.

- Discuss the various migration theories of how early native people came to Canada. (Note: The earliest migration occurred during the Ice Age.)

- Have students trace the routes native settlers might have taken into Canada (Indians, Inuit and Metis of Canada, pp. 1-3). Have them describe the terrain and the dangers of the journey. Consider the following questions:

  - What were their means of transportation once they were settled in Canada (canoe, canoe sled, toboggan, travois, etc.)?
  - How were these made?
  - What were some of the factors that influenced choice of transportation?
  - How were heavy loads carried?

- Have students list inventions or discoveries that helped early native settlers to travel more comfortably ("The First Moccasins," pp. 12-13 in Indians of the Plain).

- Have students find illustrations of the shoes and other footwear of native settlers and describe how these were made and used. Students could draw illustrations of early Indian footwear and determine whether they are used today.

- The following specific references will be helpful to the preceding study:

  - Indians, Inuit and Metis of Canada
  - Indians of Canada (NFB and Royal Ontario Museum)

- Via Orka, students travel to Red River settlement days. Discuss how early European settlers arrived in Canada. Trace the sea routes they took, and describe the journey. Identify vessels early Europeans used to travel to Canada in the nineteenth century. Describe life aboard ship.

- The Red River Colony was the first major settlement in Manitoba. About 300 people arrived here from Scotland between 1811 and 1815. Discuss the hazards of such a journey by sea in the nineteenth century.

  - Students can do map work to locate Scotland on a map of the world or globe and measure its distance from Manitoba. How long was the voyage?

- Discuss other sea routes of early European settlers via the St. Lawrence River. Consider whether the native settlers and the newly arrived settlers used similar forms of transportation.

- Show students illustrations of early European transportation in Canada in the late 1700s and the 1900s. Discuss modes of transportation that early European settlers had available to them in the west.

- Have students make a collage of the various type of vehicles in western Canada in the 1800s and identify those still in use today.

- With the students, visit a museum.

. Paddles and Wheels: Everyday Life and Travel in Canada and Early Travel will provide specific references for this topic.

Transportation by Train

. Use films, illustrations, etc., to help students understand the growth of rail transportation.

. Have students brainstorm the various types of trains that have been available for the last two centuries, from the first steam-powered locomotive to the turbo.

. Students could investigate and demonstrate the concept of steam power.

. Students could put together a collage of the different types of trains that have evolved; e.g., horse-drawn, steam-powered, diesel, electric, mono-rail, etc.

. Have students research the different speeds of trains from early days to the present.

. Discuss the following questions:

- What kinds of trains are used in Canada today?
- What are some of the destinations to which one can travel from Manitoba by train?
- How was the first train powered?
- Where and when was the first steam engine invented?
- What were the reasons for the invention of the steam engine?
- For what purposes were the earliest locomotives used?
- When did Canada build its first railway?
- How many railways were there in the nineteenth century? What were some of the routes?
- When was the Canadian Pacific Railroad built, and how did it affect development and growth in Canada?
- How did the building of railroads affect the development and location of settlements?
- What effects did railroads have on Manitoba? How did Winnipeg become the "Gateway" to the West?
- Many people lost their lives or were injured in the building of the CPR. What were some of the hazards they faced? Where did most of the workers come from?

- Have students do map work to trace the routes between Vancouver and Montreal. They can trace the route of Canada's first transcontinental railway and calculate how long such a journey would take at 90 km per hour.

- With the students, plan a trip from Vancouver to Winnipeg on the CPR and calculate the time of the journey, then compare that time with the time it would take to travel by air.

- The following references will be useful to guide study of the preceding section:

  - Human Heritage, pp. 528-29.
  - Railways in Canada: The Iron Link.
  - Canada: The Twentieth Century, pp. 50-51.
  - Paddles and Wheels: Everyday Life and Travel in Canada.
  - "Building of the Railway," from Growth of a Nation series.
  - Building the Canadian Pacific Railway (kit).

Other Modes of Transportation

- Select other means of transportation to study in detail: sea vessels, air planes/space craft. Have students build models. (See Every Nation Has A Story, pp. 20-21, re building a model of an ancient ship.)

The Wheel and Transportation by Road

- Guide the time machine to the Sumerian civilization to discover the early forms of the wheel. Show the class illustrations of various wheel designs from earliest forms to the newest rubber radials.

- Students may design the type of wheels they would prefer on their car if they owned one.

- Students might research the making of rubber tires since rubber was first used.

- Discuss the following questions:

  - How were wheels first constructed by the Sumerians? What were some of their earliest uses?
  - What have been some of the uses and designs through the Ages?
  - How did the wheel improve the life of ancient people? How does it make life much easier for modern societies?
  - Imagine Manitoba today without wheeled vehicles. What would it be like? How would people travel? Would population be spread so far apart?

- The following references will be useful to guide study of the preceding section:

  - Ancient Civilizations, p. 66.
  - Human Heritage, p. 51.
  - History and Life, p. 125.

Roads

- The time machine Orka I can travel down the roads of time to view development:

  - How have roads in the past been constructed?
  - What materials have been used?
  - What changes have occurred in roads as a result of changes and advances in vehicles?

- Show students photographs, and/or other illustrations (films, transparencies, etc.) which demonstrate the types of roads in other times and other places, from crude dirt roads and rough paths, to cobblestone roads and the slickly paved highways and expressways of Canada today.

- Students might:

  - Identify the need for roads in Canada prior to European settlements.
  - Identify the kinds of roads and vehicles used in early settlement days.
  - Describe streets and the means of transportation in Winnipeg in 1910.
  - Identify different kinds/grades of roads in Manitoba today.
  - Identify speed limits associated with different kinds of roads in different locations.
  - Draw traffic/road signs used today to regulate movement of people and vehicles.
  - Discuss whether we can be stranded somewhere in Canada today because of road conditions, climate or topography.

- On a map, students can locate the major highways. What are the speed limits? What are the speed limits on streets in your town/city? Refer to the Driver's Manual and tourist maps of Manitoba.

- Refer to Paddles and Wheels, Human Heritage (p. 196) and Early Travel (pp. 28-31).

Transportation and Trade

- Discuss the relationship between transportation and trade in Manitoba. How does transportation increase import and export trade? What are some of Manitoba's imports and exports?

- Have students brainstorm the various modes of transportation used to bring imports into Manitoba. What are some of the routes these vehicles take across Canada?

- Canada exports grain, oil, etc., to many foreign countries. On a map of Canada, have students locate one province and identify one of its exports to a foreign country. Trace the route the export takes.

- Students can visit supermarkets or other stores and list all the countries from which the food items come. Do more items come from other countries than from Canada?

. The following references will guide study of this section:

- Human Heritage, pp. 90-91; 279-80.
- History and Life.
- Ancient Civilization, pp. 66-67.
- Indians of the North Pacific Coast, pp. 18-19.

Transportation: The Future

. Discuss ideas of transportation for the future. Centre discussion around futuristic movies the students might have seen: Star Trek, Star Wars, The Return of the Jedi, etc. Discuss:

- What were the travel vehicles?
- How did they function?
- Do these fictionalized vehicles offer realistic portrayals of future transportation?
- Will transportation as we now know it become obsolete? What will replacements be like?

. Discuss recent US space crafts and their flights and the promise of public flights to outer space. Are these promises realistic?

. Students might find an illustration of a future form of transportation and describe its function, design and construction.

. In groups or individually, students might select one form of travel (e.g., the car, train, bicycle, boat). They could make a collage which depicts the growth and development of that mode of transportation from its earliest form to its present-day state. Or have them illustrate how it may be changed for travel in the future.

. Brainstorm and list possible future modes of transportation.

. See:

- The World of the Future.
- World and Space.

UNIT III

EDUCATING SOCIETIES THROUGH THE AGES

OVERVIEW

In this unit, students will compare past and present developments in education, art, religion and recreation. Students will also study the purposes of these developments in different places and times in order to gain insight into current trends.

FOCUSING QUESTIONS

1. What are the levels and aims of education in Manitoba today? How have these changed since early times?
2. How does education today differ from that in early times (e.g., access to all, subjects taught, goals, teaching environments)?
3. How have the systems of writing developed through the ages?
4. What are some of the major changes in people's occupations since early times? How has modern technology affected people's occupations?
5. How have religions, customs and beliefs been important to people through the ages? Are there similarities among religions?
6. What purposes do the arts serve in society? How have these purposes changed through the ages?
7. What were popular art forms in early times?
8. What changes have occurred in people's major leisure/recreation activities since early times? What pursuits of early times are still popular today in original and/or modified forms?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify the levels of education available in Manitoba (Canada) today;
- Describe the goals of education today and those of some earlier societies;
- Identify subjects taught in schools today and those taught in earlier times;
- Identify who had access to education through the ages;
- Identify early forms of writing and observe the development of writing through the ages;
- Identify some modern inventions in use in education today;
- Describe occupations that students can look forward to upon leaving schools today and those for youth in earlier times;
- Describe how technology and the age of automation affects jobs now.

Thinking and Research Objectives

The student should be able to:

- Compare the goals of education of today and those of some earlier societies;
- Compare the subjects taught today with those taught in earlier societies;
- Develop own writing system using pictographs.
- Use a map of own community to locate religious institutions of various types (churches, synagogues, temples);
- Understand the role of art in culture and as a record of individual experience and belief;
- Predict how technology will affect jobs in the future.

Attitude and Value Objectives

The student should be able to:

- Appreciate that education was not always available to all;
- Explain the benefits of education to the individual and society;
- Compare the uses and purposes of art today with those of earlier times;
- Explain the place of religion and customs today compared to earlier times;
- Recognize factors which might affect the amount of leisure time people have in the future.

Social Participation Objectives

The student should be able to:

- Make clay tablets similar to those of earliest times;
- Make hieroglyphics;
- Dramatize a school day in the life of a 19th-century boy;
- Plan a trip to an art gallery;
- In groups, compose own legends.

MATERIALS

See materials in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

- Have students establish a glossary at the beginning of the unit, and alert them to pertinent vocabulary as the lesson progresses. As the machine moves through time and space, allow student to locate places on maps.

- Discuss the levels, aims and purposes of education in Manitoba. Consider the following questions:

- Is education available to all Manitobans?
- Are there circumstances that make education not available to all?
- Are opportunities to continue to community college or university available to all?
- What are the aims and purposes of schools? What do they teach? Brainstorm the aims and purposes of education.
- What are the benefits of a school education today to the individual?
- What kind of society would result if most people did not go to school?

. Have students list the levels of education in Manitoba and compare with education in one earlier society.

. Have students draw a chart which shows the stages of education a student goes through from kindergarten to high school.

. Identify/list daily living activities that entail reading or writing.

Education in Earlier Times

. Select one or more societies in different periods of history and compare with education in today's society (e.g., ancient Sumer, Rome or 19th-century England).

. For example, consider the following questions with respect to Sumerian society:

- Who went to school in Sumerian society?
- What did other children do?
- Were girls educated in school or at home?
- What subjects did students study?
- When did they leave school?
- What were the principal purposes of school?
- What were classrooms like?
- How were students treated?
- What occupations could students look forward to?

See Ancient Civilizations, pp. 101-102; and Human Heritage, p. 47, pp. 212-13, and pp. 373-76.

. Draw a chart to illustrate the education system in Sumer, and compare to the system of education in Manitoba today (pp. 101-102, Human Heritage).

. Read excerpts from novels or other sources which depict schools and school days in earlier times. Discuss the daily tasks, the treatment students received, and the relationship between teachers and students. Compare other classrooms at other times with your own classroom today.

. See Ancient Civilizations, p. 102; excerpts from David Copperfield by Charles Dickens (Chapters 5 and 6 provide some good examples of school days in the 19th century).

The Development of Writing and the Alphabet

- Show students a collage or chart which demonstrates the progress of writing and the alphabet from the cuneiform to the modern alphabet. Discuss what prompted the Sumerians to invent writing.

- Examine various pictographs and their meanings. Students could design their own pictographs and have others interpret them.

Religions, Customs and Beliefs

- Discuss the many religions in Manitoba (Native Indian, Christian, Jewish, Buddhist, Hindu, etc.). Using the telephone directory and/or newspapers, students could research the various religious denominations in Manitoba.

- Students could use coloured markers to locate religious institutions of various types on a map of city/town or province.

- Discuss the origins and central beliefs of some of these religions. Are there similarities among religions? Compare major beliefs of some of the religions.

- Examine the role religion has played in the lives of people in earlier times.

- Depending upon interest, students could select one religion and research its origins, its main beliefs and its place in the people's lives. See Human Heritage, pp. 95-103 (Hebrews); pp. 106-197 (Hindus); pp. 187-88 (Etruscans); pp. 222-223 (Christians); pp. 234-235 (Buddhists); and pp. 364-368 (Catholics).

- Have students research the types of activities different churches offer for children, youth and adults.

- Students could read and compare different creation myths. For examples, see Indians of the Subarctic, p. 15; Ancient Civilization, pp. 78-79; Human Heritage, pp. 5-7; and Indians, Inuit and Metis of Canada, p. 5.

- The following are useful references:

  - Indian Legends of Canada.
  - Exploring Civilizations.
  - Indians of the Eastern Woodlands, pp. 22-23.
  - Indians of the Plains, pp. 22-23.
  - Indians of the North Pacific Coast, pp. 22-23.
  - Indians of the Subarctic, pp. 22-23.
  - Tawow (multimedia kit).
  - The Longhouse People (film).
  - Native Peoples (Manitoba Education Resources pertaining to Indians, Inuit and Metis).

Importance of Religion During the Middle Ages

. Discuss the importance of religion during the Middle Ages. Why was religion so important during these times?

. Identify the role religious leaders played in government societies.

. Study the Crusades and Crusaders.

. Students may draw charts to illustrate the early structures of some of the religions in the Middle Ages. Compare to the existing organization of these religions.

Note: Select any one religion to study in detail if it is deemed appropriate to do so.

. See Human Heritage, pp. 378-390 (Crusaders); 346-347; 364-368.

Ancient Rites

. Show the class films, filmstrips, movies or other illustrations of Tutankhamen's tomb and its many treasures.

. Read, or have students read, relevant passages on burial ceremonies in different societies through the ages. Discuss how particular spiritual and religious beliefs influenced burial rites; e.g., Why were Pharoahs buried with their treasures and servants, etc.?

. Have students draw a chart with the five headings as illustrated below. Research and fill in information on various religions and their beliefs and practices.

PEOPLE/SOCIETY: Ancient Egyptians

GODS WORSHIPPED	BELIEF
Beliefed in many gods (most were carved bodies of humans and heads of animals)	Life after death Bodies to last forever
BURIAL PLACES	**HOW BURIED**
Great tombs and pyramids for kings and the rich Caves or sand for poorer classes	Embalmed Buried with treasures, jewelry, food, household goods, furniture, models of servants, etc.

. For specific references, see the following:

- They Shared to Survive, pp. 160-61.
- Indians of the Plains, pp. 22-23.
- Human Heritage, pp. 60-61 (Egyptian); pp. 106-107 (Hinduism); pp. 187-189 (The Etrusian); pp. 234-235 (Buddhism).

- Discuss the roles and purposes of the arts. What constitutes the arts? Name several media in which artists work. What importance is placed on their work?

- Discuss several artists of today: painters, writers, poets, artisans, singers, etc.

- Show illustrations of art through the ages. Compare the cave drawings of Stone Age men to paintings in later centuries; e.g., paintings of the caribou, etc., by Canadian painters.

- Discuss specific artistic occupations.

- Brainstorm occupations that are created from the arts.

- Invite an artist or artisan to speak to the class to demonstrate art or craft techniques.

- Have an art experience; e.g., create, visit an art gallery, theatre, play, etc., or view slides/pictures of works from various periods.

- Have students do research to identify the places where remaining examples of prehistoric art can be found.

- Examine pictures of cave drawings and have students describe the scenes depicted. Discuss the religious or mystical significance of the works.

- Brainstorm the things a Stone Age drawing can tell us about the people who lived at that time (e.g., weapons, animals, clothing, people's appearance, etc.).

- Explain that early cave drawings were done basically in black and white, brown, red and yellow. What are the many colours modern artists have at their disposal?

- Plan a trip to an art gallery of modern paintings. Ask students to compare what they see with paintings they examined from earlier periods.

- See Human Heritage, pp. 24-25 and Exploring Civilization, pp. 166-168.

- Show the class illustrations of the art of various groups of Canadian Natives. Discuss the arts themselves, the creativity in their production, the role the arts played in the people's lives, and the contribution to modern forms of arts.

- Students may try to create some works similar to that of such Native artists as Don LaForte and Jackson Beardy.

. See the following specific references:

- Indians of the Subarctic, pp. 20-21.
- Indians of the Plains, pp. 20-21.
- Indians of the Eastern Woodlands, pp. 20-21.
- Indians of the North Pacific Coast, pp. 20-21.
- Indian and Eskimo Art (videotape).
- Indian and Eskimo Art (booklet).
- North American Indian Charts (kit).
- The North (from Growth of a Nation Series).

Arts and Crafts: Other Times, Other Places

. Have students travel in the time machine through different ages and societies. Through illustrations, have them examine popular arts and crafts of earlier societies; e.g., pottery, jewelry, furnishings, china, glassware, etc.

. Students might compare the quality and design of arts and crafts of the Egyptians and Romans to those of today.

. Students might compare one of the hit songs of today with a popular song from the 19th century.

. Students might compare modern architecture, paintings or sculpture with that of past times. Compare paintings/sculpture of different times.

. Students might visit an antique shop.

. See Human Heritage, pp. 45, 57, 60-61, 64-65, 72, 75, 89, 92, 144, 188, etc. Also, see Ancient Civilization, pp. 123-132; and Exploring Civilizations, pp. 170-180.

Recreation Through the Ages

. Have students compare major leisure time/recreation activities of today to those of past times and identify pursuits of earlier times which are still popular in either original or modified forms. Consider the following questions:

- What recreational activities do you like best today?
- Do most of us spend our leisure time passively or actively?
- What forms of entertainment were popular in ancient times?
- What were some of the recreational activities during the Middle Ages?

. Students might:

- brainstorm and discuss recreational activities;
- view films such as Ben Hur or read selected passages from references;
- research activities such as gambling with dice, chariot races, games, circuses, socializing at public baths, gladiators, wrestling, running, boxing, horse racing, etc.

- Draw comparisons with respect to the violence of sports across the ages: gladiatorial fights, jousting, fencing, boxing, etc.

- Have students select one leisure-time activity and research how it has improved or changed from its earliest discovery (boxing, horse racing, wrestling, etc.).

- Compare events in the early Greek Olympics to the Olympic Games of today.

- Have students research and try to play some of the games from earlier times.

- See:

  - Canada: The Twentieth Century, pp. 96-100.
  - Human Heritage, pp. 213-215; pp. 152-153.
  - Indians of the Subarctic, p. 13.
  - Indians of the Eastern Woodlands, p. 13.

UNIT IV

SOCIETAL STRUCTURES THROUGH THE AGES

OVERVIEW

The purpose of this unit is to illustrate to students the various patterns and structures of governments in Canada and other countries today as well as the changes that have occurred over the ages. Students should understand why people have always found it necessary to organize themselves under government, laws, rules and regulations. Students should also understand the dangers of a lawless and ungoverned society.

FOCUSING QUESTIONS

- What are common family structures in earlier societies?
- What are common family structures today?
- How have the roles and functions of family members changed through the ages?
- What services in Canada today exist to support the family?
- What is meant by "social class"?
- In what ways does social class affect people today? In earlier times?
- Why do societies need laws?
- How have the ways judicial systems have viewed crime and punishment changed since early times?
- How does Canada maintain national security?
- How did earlier societies protect themselves?
- How do nuclear weapons affect security?
- What are some potential alternatives to the use of nuclear weapons for maintaining national security?
- How have government structures changed since early times?

TOPIC OBJECTIVES

Knowledge Objectives

Students should be able to:

- Identify the patterns and structures of governments in Canada and other parts of the world today;
- Construct charts which illustrate patterns and structures of governments in earlier times;
- Understand why people and societies organize themselves;
- Identify the dangers of a society which is lawless and disorganized;
- Understand some of the contributions of earlier civilizations to modern law, government, etc.;
- Predict the development, structures and patterns of governments in the future;

- Understand the processes involved in making laws in Canada;
- Construct charts of the judicial system in Canada;
- Understand the judicial system of law, crime and punishment in Canada;
- Explain how societies have protected their people and territories through the ages;
- Identify the various social classes today in Canada and examine the general changes that have occurred through the ages in various societies;
- Identify the various family structures over the centuries, the changes that have occurred, and the family units of today.

Thinking and Research Objectives

The student should be able to:

- Compare common family structures of other societies with those of one's own;
- Compare common family structures of earlier societies with those of one's own today;
- Use newspapers to research whether youth are treated differently than adults in court and whether similar punishments are given for similar offenses in different courts;
- Compare security measures employed by different governments throughout time with those in operation today.

Attitude and Value Objectives

Students should be able to:

- Appreciate why people form societies and communities and organize themselves;
- Understand the dangers of allowing people to disobey laws or of living in a society that has no specific rules and regulations;
- Understand how different patterns of governing affect citizens' lives and lifestyles;
- Understand laws that are just and those that are unjust;
- Understand whether crime and punishment through the ages have been "justly" or "fairly" handled;
- Think of ways in which future societies may eliminate the need for weapons;
- Discuss the pros and cons of nuclear weapons;
- Think of non-violent means of defence for the future.

Social Participation Objectives

Students should be able to:

- Visit meetings of the local town council, school board or the Legislative Assembly;
- Work in groups to determine government structure, rules and regulations essential to an organized society;

- Work in groups to draw charts of the government of Canada;
- Work in groups to write letters to local newspapers about laws that should be passed or revoked;
- Work together to dramatize particular scenes on law and order, crime and punishment.

MATERIALS

See the materials listed within "Suggested Activities" section.

SUGGESTED ACTIVITIES

- Discuss the various types of family units today and consider the changes that "the family" is going through. Discuss roles in various family structures for men, women and children.

- Ask students to compare family structures in earlier societies. They can draw charts to illustrate various structures. How have the "duties" of women and children changed from early times to today? Why were large families essential to survival in early times and today in some third-world countries?

- Describe the role of the "head" of the family in <u>two</u> different societies.

- Discuss the importance of the family group to Canadian Native culture.

- Identify modern Canadian services/agencies that exist to support the family; e.g., Family Allowance, Mother's Allowance, Children's Aid Societies, Parents with Partners, etc.

- Discuss with the class what is meant by "social studies." Develop a definition. Take students on a journey through time to observe different social classes, the role and purposes these served, the power each had, and the ways that they lived. Divide the class into small groups, with each studying and reporting back to the class (using illustrations/charts, etc.) on the social structure of a particular society. For comparative purposes, examine several ages from ancient to modern times. Make a chart illustrating social class structure which can facilitate the process of comparing group findings.

- Students might be particularly interested in the lives of children in different ages; discuss, for example:

  - the lives of children during the Industrial Revolution;
  - the life of a child in the coal mines in 19th-century England.

- Discuss social class structure in Canada today.

. See the following specific references:

- Human Heritage, pp. 47; 116; 211-212; 273-274; 282-283; 530, 531.
- Ancient Civilization, pp. 94; 99-100.
- Indians of the North Pacific Coast, pp. 4-5; 17.
- Indians of the Subarctic, pp. 4-5.
- Indians of the Eastern Woodlands, pp. 4-5.
- People of the Buffalo, pp. 19-22.
- Films such as The Organizer (1964) may be used to depict the appalling conditions of working-class life at the end of the 19th century, the conditions of factories in which people worked, and the squalor of their lives.
- The movie, Oliver, offers a very realistic portrayal of the slum conditions of England's poor during the 19th century. The novel itself may also be used.

. Discuss the need for laws in society. Review and expand upon the student exercise in the first section of this unit. Discuss the following questions:

- Were there any rules and regulations in the new society formed on the planet Orka?
- What are the rules of your classroom? Of your school?
- What are the consequences of ignoring these?
- Why do societies need laws?
- Who makes the laws?

. Have groups of students look at the charts of the government structures for their planet. Discuss what laws were formulated and how they were to be enforced.

. Expose students to law-making and enforcement through a variety of "hands-on" activities. For example:

- visit the Legislative Assembly or attend local town council or school board meetings;
- invite local police, lawyers, or magistrates to speak to the class.

. Travel with the time machine through the different ages to investigate judicial systems, with particular reference to the crimes and punishment if individuals. Questions that might be asked of any period in history:

- What kinds of penalties were handed out for what kinds of crimes?
- How were punishments decided?
- Were all people equal before the law?
- Were the rich and poor treated alike?
- How would similar offences be treated in Canada today?

. See the following:

- Exploring Civilizations, pp. 106-129.
- Ancient Civilizations, pp. 93-98.
- The Constitution and You.

. The following novels, or films of them, may be referenced:

- The Oxbo Incident, Les Miserables, The Hunchback of Notre Dame, Oliver Twist, etc.

Ask students to identify the offence committed, the reason for the offence, arresting and/or trial procedures, and the punishment. Based on this information, have students design a time chart showing severities of punishment.

. Teachers may well find that this topic interests students very much. Generate activity focussing on the law in Canada today by having students examine newspapers over an extended period of time to discuss court proceedings on similar offences. Consider the following:

- Are similar punishments handed out for similar offences?
- Are youths given similar punishments to adults for similar offences?
- Does everyone appear equal before the law?

. Drama Activity

One night in March, police received a call from a Mr. Smith. He complained that his neighbour, Mr. Bills, has been keeping exotic animals in the basement of his house and in the backyard. The police arrive and find several animals, including a cobra, a monkey, a myna bird, a small crocodile and a baby bear. Mr. Bill is arrested and charged. He must face a trial. What laws did Mr. Bills break? What charge could be laid against him?

- In groups, dramatize Mr. Bills' arrest, his trial and sentencing.

National Security

. Discuss how Canada protects itself, and draw comparisons with other nations and other times. Consider the following:

- What are the structures of policing (i.e., the several agencies involved, army, police, etc.) in Canada?
- What are the roles and duties of each?
- Which are under federal control and which are under provincial control?
- Are Canadian borders guarded?

. Have students draw a chart to illustrate the levels of security in Canada; i.e., the RCMP, provincial police, local police, etc.

. Discuss how earlier societies attempted to protect themselves. Have students research systems such as the Great Wall of China, the Berlin Wall and the Maginot Line. Examine their effectiveness. Students could also examine defense mechanisms such as the Roman Army, the British Armada, or the German Submarine Blockade in the Atlantic during the 1939-45 war.

Future Security

- Discuss some of the effects of a security system based on nuclear weapons.
- Have students write a short paragraph describing how they feel about nuclear weapons.
- Ask students to suggest ways in which leaders could avoid ever having to use nuclear weapons.
- As a project, have students design weapons that would simply put a person out of action, but would not wound or kill.
- With the students, list some of today's weapons that may become obsolete in the future and suggest weapons of the future.
- Read selected literature on the bombing of Hiroshima in 1945. For example, Canada: The Twentieth Century, pp. 148-149, "The Mushroom-Shaped Clouds," or newspaper articles on the subject. Movies also may be available on the bombing of Hisoshima.
- Have students read the newspaper reports on the pros and cons of nuclear weapons.
- Discuss or view futuristic movies. Are the weapons and warfare and the methods of defense probable depictions of the future?
- As a prelude to student understanding about the need for people and societies to organize themselves, discuss the need for organization in the classroom. Question what would be the result if there were no form of leadership in the classroom. Have students look at groups they might belong to and their reasons for belonging.
- Establish the following scenario: Imagine that the time machine has had a violent landing on an uninhabited planet. There are about 300 time travellers. The machine is beyond immediate repair. You have lived for about a month on the planet and chaos reigns. The decision is made to restore law and order. Have students:

  - brainstorm in groups for ideas of how to govern the planet.
  - chart the structures of government.
  - compare group charts among the class to select the best structures.

- Have students identify and compare different patterns of government at different times without going into great detail. Have students identify components of different forms of government: dictatorship, democracy, monarchy, oligarchy.

The Structure of Government During the Stone Ages

- Read to students passages on the organizations and/or government practised by earlier societies.

- Study the Stone Age (Palaeolithic period) as the earliest form of organized humankind. Discuss the following questions:

  - How did people organize themselves during the early stages of the Stone Age (i.e., bands)?
  - How did their way of life influence the types of organizations they had?

- Consider the Sumerian and Egyptian societies to help students understand changes in government from the early to later Stone Age. Discuss the following:

  - How were these governments formed (were the people elected, etc.)?
  - Who were the leaders?
  - Were there specific beliefs that influenced the selection of particular people as leaders?
  - Why was there such a close relationship between religious bodies and governments in societies such as Sumaria and Egypt?

  Students might begin by comparing the structure of governments in the early Stone Age and later Stone Age and then note the changes. The changes could then be recorded in chart form.

- See the following references:

  - Human Heritage, pp. 16-17, 29-30, 33-34.
  - Indians of the Eastern Woodlands, p. 17.

Patterns of Government in Canada

- Discuss the type of government Canada has and how it compares with previous governments studied. How does it compare with other current governments?

- Students might chart the structure of Canada's governments on a large piece of paper.

- See the following specific references:

  - Human Heritage, pp. 272-273.
  - Exploring Civilization, pp. 94-96.
  - Canada: The Twentieth Century, pp. 282-311.

UNIT V

INVENTIONS AND DISCOVERIES

OVERVIEW

This unit examines inventions across the ages that have had a significant effect upon lifestyles. Students will make their own assessments as to whether or not inventions and technological progress over the ages has been totally advantageous to humankind.

FOCUSSING QUESTIONS

- What are some of the significant discoveries and inventions of earlier times?
- In what ways have these discoveries and inventions affected people's lives?
- How might technological change affect future lifestyles?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify significant discoveries and inventions of the 20th century and their effects;
- Identify major inventions and discoveries prior to the 20th century;
- Explain the effects of some of these inventions and the changes they brought about in societies and on people's lives.

Thinking and Research Objectives

The student should be able to:

- Use library materials and interview older people to determine the effects of discoveries and inventions on lifestyles;
- Predict what life might be like in the 21st century.

Attitude and Value Objectives

The student should be able to:

- Evaluate the effects of some of the discoveries and inventions through the ages;
- Evaluate the development and progress of particular inventions and discoveries, and their benefits;
- Evaluate the products of some of these inventions and their usefulness.

Social Participation Objectives

The student should be able to:

- Work in groups to research inventions from previous periods and modern times;
- Interview elderly citizens about their lifestyles at the turn of the century;
- Work in groups to make collages of the progress of society through its inventions.

MATERIALS

See materials listed in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

- Discuss with students some of the discoveries and inventions of past times which have had significant effects on people's lives. See the book, Human Heritage, for reference to particular past ages:

  - Early Stone Age, pp. 19-21.
  - Neolithic, pp. 31-33.
  - Mesopotamia, pp. 51-52.
  - Egypt, pp. 66-68.
  - Greek, pp. 161-163.
  - Roman, pp. 188-190.
  - Arab, pp. 322-324.
  - Industrial Revolution, pp. 526-527.

- Have groups of students do thematic studies of the effects of inventions/ discoveries upon particular aspects of life and living; for example:

  - transportation
  - communication
  - agriculture
  - manufacturing
  - health and medicine
  - leisure time

- The following model is a process that each group might apply to its theme. This model is based upon inventions related to "communication." Have individual students or groups research a single aspect of a theme. Example: the telephone, the printing press, television, the computer. The kinds of questions that might be posed (re - TV, for example) are:

  - How did television change daily habits when introduced (people began staying up longer, stayed at home to watch TV, etc.)?

- What improvements have there been in television since it was first introduced (colour, design, channels, etc.)?
- What are some of the perceived negative effects of television viewing?
- What are some of the more recent uses of the TV screen (video games/ movies, computers)?
- What are some of the predicted uses of television in the future (at home shopping, learning at home, monitoring, etc.)?

. See Canada: The Twentieth Century, pp. 96-98; 318-321.

Inventions Related to Communication

. Develop a definition of communication (e.g., communication is the transmission of information).

. Identify various forms (print, pictorial, braille, oral-aural, video).

. Identify methods/media (letter, newspaper, book, phone, radio, telegraph, TV, computer, satellites).

. Research the development of above methods/media and create a time line.

. Identify major effects and advantages of these inventions: speed, accuracy and availability of communication to break down isolation, enhancement of trade and business, unification, etc.

. Identify possible disadvantages/misuses: loss of privacy, information overload, propaganda, etc.

. Visit stores, printing shops, radio and TV stations to learn about communication products and processes.

. Assign students literature to read about predicted worlds of the future. Students may be assigned to read short excerpts from different novels and describe to class the predicted scenario. Discuss the realism of each scenario.

. Students may select one aspect of their time line and describe how it will be changed in the 21st century (food, clothes, entertainment, travel, transportation, appliances, streets, shopping, etc.).

. Students and teachers could discuss aspects such as spacecrafts, space flights in the future, careers as astronauts, life in outerspace. How realistic and possible are these? Newspaper reports on space flights, etc., would provide a good source of reading materials.

. Have students write a short passage describing how they see their city/ town in the 21st century, or make drawings of particular features of the future society.

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grade 9

GRADE 9

CANADA AND THE WORLD: AN OVERVIEW

The purpose of this grade nine social studies curriculum is to develop students' understanding of how Canada's participation in world affairs grew gradually during this century and how this involvement strengthened Canada and Canadians.

Students become familiar with Canada's position in the world and understand some of the features and laws of Canada that affect the lives of Canadians, such as where they live and work.

The curriculum introduces students to the concept of multiculturalism and aims to develop students' understanding of how the many different peoples of Canada, with their various cultures and languages, have contributed to and enriched Canada.

There are five units in this program:

Unit I: Canada: An Overview
Unit II: Canada's Multicultural Heritage
Unit III: The Political, Legal and Economic Processes in Canada
Unit IV: Canada in World Affairs
Unit V: Canada and the Third World

UNIT I

CANADA: AN OVERVIEW

OVERVIEW

In this unit, students will become familiar with Canada's location in the world in relation to neighbouring countries and the comparative sizes and populations of those countries. Students will come to understand the six regions of Canada in terms of physical features and the effect these features (such as climate, landforms, and vegetation) have on lifestyles.

A review of map skills is an integral part of this unit.

FOCUSING QUESTIONS

1. Where is Canada located in the world?
2. What countries border Canada?
3. What is the area and population of Canada? How do these compare to other countries?
4. What is a region?
5. What are the six physical regions in Canada?
6. Which provinces and/or territories are located in these regions?
7. What are the physical features of each region?
8. What are the principal economic activities of each region?
9. How do Canada's geographic features affect its population distribution?
10. How does climate affect the vegetation and animal life of each region?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Describe what a region is and how regions may be categorized (political, economical, physical);
- Identify the six physical regions of Canada;
- Explain and describe the chief characteristics of each region;
- Explain how climate and land form affect vegetation and animal life in each region.

Thinking and Research Skills

The student should be able to:

- Perform various exercises using an atlas and globe;
- Locate and describe Canada's position in the world;
- Identify, locate and measure the distances of other countries from Canada;
- Locate the provinces and territories in the six physical regions.

Attitude and Value Objectives

Students should be able to:

- Discuss where they would choose to live in Canada and what the particular region had to offer them.

Social Participation Objectives

Students should be able to:

- Plan and carry out an activity designed to encourage an appreciation of Canada;
- Work in groups to construct a model of a compass;
- Work in groups to research and make a collage relating to vegetation and animals found in Canada's physical regions.

MATERIALS

See materials in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

Canada's Location in the World

- Display large wall maps of the world and of Canada around the classroom. See Nelson Atlas of Canada, p. 1 and Across Canada, pp. 11-12. Have students do map work to identify Canada's location in the world, its nearest neighbours, distances to other countries, the surrounding oceans/waterways and their sizes, etc. Compare Canada's size and population to that of countries such as the United States, China, Italy, United Kingdom, etc. (see chart on p. 11, Across Canada). Identify countries on the list that are larger than Canada. Rank countries in order of population. Compare Canada and the United States in terms of size and population.

Review of Map Skills

- Review map skills such as legends, symbols, map direction, latitude, longitude, and map scale, etc., using local, provincial or Canadian maps. For example, have students:

  - locate Canada's boundaries in terms of latitude and longitude;
  - locate capital cities of Canada and the provinces/territories;
  - measure distances and determine directions between major Canadian centres.

. Students might:

- Locate the directions of the streets in their neighbourhood, community, etc.
- Measure distances between particular points in their community.
- Find Northern/Southern latitudes of Canada.
- In groups, or individually, draw or construct a compass, showing major directions.
- Do exercises such as those found on page 15 of Gage Atlas.

. Use the following references:

- Across Canada, pp. 14-15, 22-25, 44-52;
- Gage Junior Atlas, pp. 14-15, 24-29;
- Mapping the Island (visual material);
- Basic Atlas Skills (spirit masters).

Regions

. Introduce the topic by discussing with students trips they might have taken to other provinces and the landscapes they might have seen. With students, discuss the meaning of "region." Use Canada as an example to define the various types of regions and some of the characteristics that may be used to define a region (political, economic and physical).

. Briefly discuss:

- Political Regions: Man-made boundaries (the provinces and territories of Canada). Students should be able to locate these on a map of Canada.

- Economic Regions: Defined by Canada's major industries and products (generally) and where these are found generally in Canada. (See Appendix A at the end of this unit.)

- Physical Regions: Defined by physical features.

* In exercises, refer as often as possible to maps of Canada.

. Have students brainstorm the names of provinces and territories in Canada and locate them on a map.

. On blank outline map of Canada, have students colour in the provinces and territories using different colours.

. Using the emblems of the provinces and territories as markers, have students locate each province and territory in Canada. (Flags may also be used.)

. Look at the map on page 8 of Gage's Junior Atlas and ask the students to complete the exercises on page 9.

- On an outline map of Canada, locate the capital cities of the provinces and territories.

- Using outline maps, students can colour in each province and each territory on separate maps. Note the locations and size of each. Which is the largest province? Which is the second largest province?

- Have students draw a map of Canada from memory.

- Have students create their own legends to identify at least one industry of each province, and locate on a blank map of Canada.

- List the natural resources of Canada. On a map, have students label some areas in the different regions where they may be found. List some of the occupations that arise out of these natural resources.

- Refer to the following:

  - Nelson Atlas of Canada, pp. 2-3;
  - Gage Junior Atlas of Canada, pp. 2-3;
  - Across Canada, p. 8.

- Use a relevant film or other visual materials to take students on a trip across Canada to observe the changing landscape.

- With emphasis on the use of maps, have students identify, describe and then list in their notebooks the six physical regions of Canada:

  - Western Mountains
  - Interior Plains
  - Canadian Shield
  - The Great-Lakes-St. Lawrence Lowlands
  - The Arctic
  - The Appalachian Mountains

- See map on page 9 of Across Canada, pp. 4-6 of Nelson Atlas of Canada. Have students study various relief maps of the regions and provinces.

- Using a map of the six physical regions as a reference, have students trace the boundaries of each region on outline maps. Have them label the region, and using different coloured markers, colour in each region. Which region covers the largest area? Which region covers the smallest? Have students locate and colour in the provinces and territories on the map.

- On an outline map, have students trace the treeline.

- Identify the highest point of land in Canada, in Manitoba, and on the Prairies. Have students locate these on a map.

- Have students compare the physical features of the Great Lakes lowlands to that of the St. Lawrence lowlands.

- On a map, have students locate and label the main mountain regions in British Columbia, Alberta, Quebec and Newfoundland. Briefly describe the shape of the Canadian Shield (saucer shaped).

- In groups of three, have students research the formation of the Canadian Shield and write a few lines on its history. View the film, Precambrium Shield (shows how the shield was formed and the extent of the Canadian Shield).

- See the following specific references:

  - Nelson Atlas of Canada, p. 5.
  - Across Canada, pp. 8-9.
  - Gage Junior Atlas, p. 47.
  - From the Beginning (film on the development of North America).

- Identify where in Canada each region is located in relation to the rest of the country. Where are the boundaries of each region? Have students identify regions and trace boundaries on a wall map.

- Use profile maps to illustrate the different features (formation) of Canada's landscape as a whole (p. 8, Across Canada).

- Discuss the physical features of each region (landforms, vegetation, climate):

  - major rivers and lakes,
  - highest and lowest formations,
  - mountains, forests (etc.).

- Have students locate at least two rivers that cross the Prairies (pp. 6-7, Nelson Atlas of Canada).

- Ask students which of the following would they use to describe the Prairies or Manitoba: hilly countries, well forested, mountainous land, high, flat land, sandy soil, desert areas? (Similar exercises could be carried out with other regions).

- View Seeing Canada's West and North as a reference for study of land resources, agriculture, fishing industry, etc.

- Compare the size of each region with others; discuss the population, the industries, natural resources, etc.

- Consider how the geography of the region affects the type of industries that develop.

- If it is appropriate, focus on Manitoba's (or the Prairie region's), physical features, the effect these have on its agricultural base, location of agricultural lands and natural resources, etc.

Climate and Vegetation

- Use a film or visual illustrations to demonstrate the flora and fauna of Canada.

- Discuss the physical regions in terms of their climate, vegetation and animal life. Have students identify and describe the types of climate in each region (major climatic characteristics, comparing regions to each other). For example, discuss:

  - Are winters cold, very cold, mild, long?
  - Are summers hot, humid, long?
  - Is there much rainfall?

- On an outline map, have students trace and label the climate of each region (see p. 55, Across Canada).

  - Which region has the coldest winters?
  - Which region has the mildest summers?
  - Describe the climate in Manitoba.

- Have students discuss the following:

  - If you had a choice of moving out of Manitoba to another province anywhere in Canada, how would climate of the place influence your decision? Which region would you choose?

- For example, discuss the Canadian Shield. The climate over most of this region is a cold, temperate type with long severe winters and short cool summers. Towards the north the winters are long, about eight months, with frozen lakes and rivers, with little daylight in mid-winter.

- How do such physical features as mountains, lakes, plains, oceans, affect the type of climate in a specific region? (e.g., the Pacific Ocean--it cools the west coast in summer and warms it in winter. Mountains in British Columbia provide a barrier to eastward moving winds. The absence of such a barrier on the Prairies allows cold winds to rush through, etc.)

- Have students describe the landscape of each region in terms of the vegetation and animals found there (e.g., the tundra of the Arctic, where cold temperatures prevent trees from growing so that there will be small shrubs and rough grass. Why is it impossible to grow crops there? Why may animals such as cattle not be raised in the Arctic?)

- Discuss the location in Canada of specific types of vegetation. Where are the grasslands, tundra vegetation, coasts, forests, etc.? Use maps to demonstrate locations. In what regions are major agricultural lands and crops, such as wheat, cattle farms, fruit orchards, etc., located? (See Nelson Atlas, pp. 16-17.)

- Locate the treeline and have students draw it on a map. Discuss the characteristics and locations of deciduous trees. Have students draw the locations on a map. In groups, have students research the different types of trees in several regions and make a collage.

- Present students with illustrations of trees and/or animals found in Canada, and have them locate these in the various physical regions of Canada. Plan a field trip to study the animals and vegetation of the Prairies.

- Describe the vegetation and list some animals found in the Arctic, for example (other regions may be studied).

- Discuss how climate changes affect the land and its yields and, therefore, people's lifestyles. For an example, use the drought of the 1930s on the Prairies as an illustration (pp. 106-107, Canada: The Twentieth Century).

- Ask students to consider in which regions most Canadians live. Which regions have the least Canadians? How much would climate and/or geography influence where these people live? (A similar exercise could be carried out with the Prairie region or just with Manitoba.) Students could construct a population map of Canada (use different sizes of selected symbols; e.g., dots, triangles, etc.).

- See the Nelson Atlas (pp. 12-13; 14-15), Across Canada (pp. 70, 78), and Canada: A New Geography (Chapter 5).

APPENDIX A: MAJOR INDUSTRIES AND PRODUCTS

Agriculture - dairy, fruits, vegetables, grains, livestock

Fisheries - cod, halibut, herring, lobster, salmon, scallops

Food processing - dairy products, fish, shellfish, fruit, vegetables, grains, meat and poultry

Forestry - lumbers, plywood, pulp paper, shingles, veneers, boxes, barrels, doors, flooring, prefabricated buildings

Minerals - copper, gold, iron ore, lead, nickel, silver, zinc, asbestos, potash, salt and sulphur, coal oil, natural gas, fuels

Transportation - air craft, motor vehicles, motor parts, vehicles, railways, ship building

Electrical - communications equipment, home appliances, industrial equipment

Chemicals - drugs and medicines, industrial chemicals, plastics, paint, varnishes, rubber plants, soaps

Printing and Publishing - books, magazines and newspapers

Textiles - clothing, synthetic materials, woven and knitted fabrics

Furs - clothing

Metals - aluminum, iron, steel

UNIT II

CANADA'S MULTICULTURAL HERITAGE

OVERVIEW

This unit is designed to introduce students to the concept of "multiculturalism." The aim is to develop students' appreciation of how the many peoples and cultures of Canada have contributed to the richness that is Canada today.

FOCUSING QUESTIONS

1. Why is Canada a multicultural nation?
2. What are the ethnic/cultural groups in Canada?
3. Who were the first inhabitants of Canada?
4. From which countries did early settlers originate?
5. What are some reasons that influenced people's decision to emigrate?
6. What encouraged many people to settle in Western Canada?
7. Were all immigrants welcomed?
8. How does an individual become a "Canadian citizen?"
9. What are some of the social and economic problems new immigrants face?
10. What are some problems a nation with many cultures and peoples face?
11. What are some of the factors that influence divisions within Canada?
12. What are some factors that influence Canadian unity?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Describe what it means to be a "Canadian";
- Explain the process involved in "becoming a Canadian citizen";
- Discuss external influences on Canada;
- Identify the many countries from which Canadian immigrants have come over the years;
- Identify difficulties faced by immigrants (social and economic);
- Discuss problems facing Canada as a multicultural nation;
- Identify factors related to Canadian unity.

Thinking and Research Skills

The student should be able to:

- Compare Canadian and American culture;
- Use maps to depict the demography of Canadian society at different times;
- Compare different groups of settlers as to their reasons for immigrating to Canada, their expectations of this country, their difficulties, contributions and extent of assimilation;
- Consult newspapers and weekly magazines for articles on the issues that both unite and divide Canadians.

Attitudes and Value Objectives

The student should be able to:

- Understand why people would leave their own countries to travel on hazardous journeys to a new country;
- Appreciate how difficult and arduous the lives of pioneers have been;
- Understand the problems of unemployment, discrimination, and prejudice that immigrants have faced;
- Explain how immigrants have contributed to Canada.

Social Participation Objectives

The student should be able to:

- Depict citizenship court proceedings;
- Interview immigrants to Canada;
- Plan visits to restaurants or cultural centres;
- Prepare various ethnic meals.

MATERIALS

See the materials in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

- Do not assume that words such as emigration, immigration, tradition, heritage, assimilation, discrimination, etc., are understood adequately. Have students add pertinent words to their own glossaries.

- Introduce the understanding of "culture" by having students individually identify the magazines, films, songs, movies, TV shows, movie shows, singers, etc., that they know. Students could list:

  - recently seen movies,
  - songs at the top of the charts,
  - magazines they look at,
  - the kind of car the family has,
  - the brands of foods they eat,
  - the sports they follow/watch on TV,
  - the restaurants they frequent,
  - the kind of clothing they wear,
  - the kind of food they eat.

  From the above lists, identify where (what country) the activities/goods originate.

- Probably, many of their leisure time/cultural interests are "American." This can trigger discussion on American influences in Canada and what distinguishes Canadians from Americans.

. Brainstorm to identify aspects of our lives which are characteristically or uniquely Canadian:

- Food: maple syrup, corn, flap jacks
- Sports: lacrosse, Canadian football, hockey, curling
- Literature: Farley Mowat, Stephen Leacock, Pierre Burton
- The Arts: The Group of Seven, ballet companies (Winnipeg, National), Lorne Greene, Genevieve Bujold
- Medicine: Drs. Flemming, Banting and Best
- Manufacturing: tractors, snowmobiles, bombadiers

. Discuss culture as the way of life of a particular group of people--the clothes they wear, the food they eat, the language they use, the religious beliefs that inform their lives, the arts and crafts that express their creativity, the customs that express their beliefs and the way they relate within their families.

. Direct students to examine the existence of multiculturalism in their own community. Students might survey parents, relatives, teachers, friends, classmates as to their country of origin and the date that they arrived and settled in Canada. If appropriate, have students trace their family trees. Students can also survey the community for evidence of cultural diversity (churches, ethnic newspapers, language, dress, restaurants and food, dress, festivals, etc.).

. Invite members from the community to demonstrate interesting aspects of their cultures (dress, a musical instrument, preparation of certain foods, etc.).

. Set up a mini-folklarama in the school or the community.

. Learn to speak everyday expressions in different languages; e.g., "Good morning" "How are you today?" It's a nice day" etc.

The Original Settlers

. Emphasize the patterns and extent of settlement in Canada. Have students do map work to locate where and in what numbers immigrants settled in Canada (population diversity).

. Discuss the first known inhabitants of Canada. Where did they live? What was Canada like when they arrived? What influences/contributions of their culture remains in Canadian society today? (Note: In part, this topic is a review of Unit II, grade eight.)

. See the following references:

- Across Canada, pp. 96-106;
- Indians, Inuit and Metis of Canada, pp. 1-10;
- Canada: A New Geography, pp. 39-41.

. In order to compare the growth in Canada's ethnicity, have students do map work to depict Canada's demography at different times.

. Discuss the first European settlements in Canada. When did the first European settlers come and where did they settle? From which countries did most of them emigrate? What was Canada like then? What types of hazards did they face in Canada?

. Discuss more recent European immigration. From which countries did more recent settlers emigrate? Why? What inducements did the Canadian government offer them (free land, etc.)? Why did the government encourage them to settle in the West? What were the government advertisements like and at whom were they aimed? Were all kinds of people welcomed?

. Have small groups of students study in detail a particular group of settlers, in terms of:

- reasons for emigration,
- expectations of Canada as a new homeland,
- problems in getting to Canada,
. areas and hardship of settlement,
. contributions to Canada,
. extent of assimilation.

Students can pick any time period or nationality: the French, English, Irish, Scottish, Chinese, Eastern Europeans, Western Europeans, Asians, Latin Americans.

. See the following specific references:

- Discovering Canada, Book 2, pp., 171-193.
- Discovering Canada, pp. 300-339.
- Canada: The Twentieth Century, pp. 186-189; 222-223.
- Across Canada, pp. 96-106; 107-117.
- Read All About It
- Canada: A New Geography, pp. 39-41.
- Canada: Origins and Options Series
- Indians, Inuit and Metis of Canada, pp. 1-10.
- Videos: The Newcomers VR-819.3 N49.V5.
  New Canadian Kit - HY
- Kits: Flight from Famine - portrays conditions in Ireland that prompted emigration
  Canadian Settlement - five regions of Canada and how each was settled
  Immigration into Western Canada - (NFB or Museum of Man and Nature)
  The Immigrant Experience - trials and tribulations of eight immigrants to Canada
  Culture in Canada - Department of Education
- Film: Stranger at the Door - experience of a naive immigrant and her family

Canadian Multiculturalism

. In addition to prejudice or discrimination at the personal or community level, students should know that the Canadian government has, from time to time, taken discriminatory measures that may be highly questionable:

- the internment of Japanese-Canadians during the 1939-45 war;
- the head tax on Chinese railway workers;
- the restriction on Hutterite colonies;
- quota systems on immigration.

Canadian Unity

. With the class, discuss elements that tend either to unite or divide Canadians:

- language
- religion
- distances/climate
- economic regionalism
- national radio and TV (CBC)
- national magazines
- human rights legislation
- national holidays, celebrations, sporting events
- cultural centres
- student exchange, travelling programs

. See the following specific references:

- Discovering Canada: Shaping an Identity, pp. 324-331.
- Canada: The Twentieth Century, pp. 222-223; 224-225.
- Across Canada.
- Discovering Canada, Book 2.
- Indians, Inuit and Metis of Canada.

Being a Canadian

. The focus here is on the culture of Canadian society and the social values we seem to hold rather than the legal, political, economic structures of the country, which are dealt with in the unit that follows. Discuss what it means to say "I am a Canadian." Have students respond individually, then share and discuss their viewpoints. Have students summarize viewpoints/feelings coming out of group discussion.

. Introduce the concept of Canadian citizenship with the rights and responsibilities involved. Discuss the Canadian constitution and Bill of Rights.

. If possible, visit a citizenship court to observe procedures:

- What are some of the questions asked of a person wanting to become a Canadian?
- Would students be able to answer them?

. See the following specific references:

- Canada: The Twentieth Century, pp. 324-325.
- Discovering Canada: Shaping an Identity, pp. 190-191.

UNIT III

THE POLITICAL, LEGAL AND ECONOMIC PROCESSES IN CANADA

OVERVIEW

The purpose of this unit is to acquaint students with some aspects of political, legal and economic processes in Canada. Students will study the political divisions illustrated by the provinces and what necessitated such divisions. With respect to Canada's legal system, the different types of courts and the types of cases heard by each are examined, with an emphasis on how the law affects young offenders. The section on the economic process deals with major economic activities in the several regions of Canada and the many employment opportunities in each and acquaints students with the lifestyles of some workers in industries such as the mining and oil industries.

FOCUSING QUESTIONS

1. What are the political boundaries in Canada?
2. What are the structures of the government of Canada?
3. Who is eligible to vote in Canada at the various levels?
4. What are the three main political parties in Canada?
5. How are federal governments elected?
6. How long is each term of office?
7. How might a Canadian citizen influence government decisions?
8. What are criminal courts and civil courts?
9. What is the role of the Supreme court?
10. What is the Young Offenders Act?
11. What are Canada's major industries and products?
12. In which regions are these located?
13. What jobs are available for Canadians in these numerous industries?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

. Understand the political divisions in Canada (the provinces and territories);
. Describe and explain:
  - the structure of federal and provincial governments, the respective roles of the Prime Minister of Canada and the premiers of the provinces,
  - the different roles and responsibilities of federal, provincial and municipal governments,
  - the major political parties in Canada,
  - how governments in Canada are elected,
  - who is eligible to vote in federal, provincial and municipal elections;

- Explain the roles of each type of court in Canada (criminal, civil, Supreme);
- Explain how the law affects the young offender;
- Identify the major economic activities of Canada's six physical regions;
- Understand the importance of exports to Canada's economic well-being;
- Identify different kinds of jobs related to major economic activities;
- Assess the security of particular kinds of jobs;
- Identify the kind of education and training required for particular jobs.

Thinking and Research Objectives

The student should be able to:

- Identify on a map the political divisions in Canada (the provinces and territories);
- Use a map to compare the political divisions with the physical regions;
- Interpret charts to understand the structure of the three levels of government;
- Use newspapers and periodicals to gather information on political parties in Canada;
- Compare laws made at the three levels of government;
- Use newspaper accounts of offences and decide which level of court will hear the cases;
- Compare penalties imposed for different kinds of lawbreaking;
- Use a map to locate major economic activities in Canada;
- Use library resources to gather information on economic activities.

Attitude and Value Objectives

The student should be able to:

- Appreciate the value of a just legal system;
- Appreciate the democratic process;
- Recognize the need for systematic government in an organized society;
- Appreciate the importance of the individual in the democratic process;
- Be sensitive to the effects of changing technology upon lifestyle.

Social Participation Skills

The student should be able to:

- Work in groups to dramatize particular events;
- Work in groups to research certain topics;
- Conduct interviews;
- Plan a field trip.

MATERIALS

See materials in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

Review: Political Boundaries and Capital Cities of the Provinces and Territories

- Have students recall the names of the provinces and territories and locate these on a wall map of Canada as a class activity. Students might draw a map of Canada from memory and locate each territory and province. They could use coloured markers to outline the boundaries of each province and territory. Have them identify the flags of the different provinces and territories as well as the flowers of each province and why the particular flower was chosen.

- Make students aware of the differences between the physical regions previously studied as against the political divisions illustrated by provincial boundaries.

- Discuss why such boundaries need to be defined.

- Briefly discuss the political growth of Canada. Look at the maps of Canada on page 309, Across Canada, and 1) on four blank outline maps draw similar maps to illustrate the growth of Canada as a nation; 2) make a time-line of the dates each province became part of Canada.

- See Across Canada, pp. 278-299 and 306-312.

Structure of Canadian Government

- Review the democratic, parliamentary type of government Canada enjoys. Comparisons with an opposite form of government may be helpful (a dictatorship for example). Review grade 8 curriculum. Discuss some of the freedoms students enjoy as Canadian citizens as well as some of the difficulties they have experienced or have heard about or know that citizens of other countries face.

- Use charts to discuss and explain the structure of the three levels of government in Canada. See chart on pp. 282-283 of Canada: The Twentieth Century. Have students identify and compare the roles/responsibilities of the three levels of government in Canada. Have students design charts similar to that on pp. 282-283 of Canada: The Twentieth Century for their provincial and municipal governments, putting in names/numbers of persons involved.

- Discuss the role of "the opposition" in government. (See pp. 306-307 in Canada: The Twentieth Century.) Ask students to watch and then discuss or report on televised sessions of the House of Commons.

- With the students draw an organizational chart of the provincial government. (See Canada: The Twentieth Century, p. 314.)

- Invite civil servants to the class to speak about their roles.

- Discuss ways in which the average citizen can influence decisions made by government. Encourage students to identify and, if possible, participate in some of the following methods: letters to editors, lobby groups, petitions, voting, community groups, etc.

- Briefly discuss who is eligible to vote in Canada in federal, provincial and municipal elections.

- Identify the principal political parties in Canada. Distinguish political parties in Canada in terms of their stated/implied political philosophy.

- Identify some of the activities in which political parties participate (fund raising, conventions, etc.). See Canada: The Twentieth Century, pp. 296-297.

- Invite a local MP, or MLA or Municipal Councillor to speak to the class about their views on a particular current issue, or have students write a letter requesting information.

- Discuss how the federal government is elected (pp. 298-299, Canada: The Twentieth Century). How often is an election called?

- Discuss how the provincial government is elected. How often is an election called?

- Identify some reasons that may cause the defeat of a government still in power (p. 307, Canada: The Twentieth Century). Students might research why the Conservative government under Joe Clark lasted only seven months (refer to old newspaper accounts).

- See Canada: The Twentieth Century, pp. 200-201; 296-297; 298-299; 306-307.

- See the following additional resources:

  - Discovering Canada, Book 2
  - Discovering Canada: Shaping an Identity
  - Indians, Inuit and Metis of Canada
  - Political Life in Canada (student and teacher)

The Canadian Legal Process

- Review Unit IV in the grade eight curriculum which deals with law and the need for rules and regulations. See Canada: The Twentieth Century, pp. 312-313 and 316-317; and Discovering Canada: Shaping an Identity, pp. 366-384.

- Identify the kinds of laws made at each of the three levels of government. Have students discuss the following:

  - Why are most traffic laws made at the local level?
  - Why are laws concerning education, the use of natural resources, and regulations with respect to the consumption of liquor, for example, made under provincial jurisdiction?
  - Why are laws concerning immigration, pensions, and national defense, for example, made under federal jurisdiction?

- Differentiate among civil, criminal and supreme courts. What types of cases are heard in each court? What is the role of the Supreme Court?

- Visit a court(s) to hear a case(s) in progress. (Check the court schedule to ascertain the suitability of the proceedings.)

- Present students with examples of a variety of offences, and have students decide in which court the cases would be heard. Or, have students read reports on offences in newspapers and decide whether criminal or civil courts will hear the cases.

- Through discussion, reference and example, have students examine processes and persons involved in the enforcing of laws. For example, how are people charged and tried for speeding violations, break and entry, assault, liquor or drug offences, defamation of character, or child abuse?

- Have students identify different court processes (magistrate, judge, jury trial, appeal, legal representation).

- Discuss the rights and responsibilities of the police and the rights of an accused person.

- Compare the kinds of penalties imposed for different kinds of law-breaking.

- Have students define/explain the following:

  - a suspended sentence,
  - a retrial,
  - probation,
  - roles of local, provincial and federal police (Mounties),
  - a hung jury,
  - circumstantial evidence,
  - Legal Aid Services.

- Encourage students to express their views on capital punishment.

- As a class, examine major differences between the Young Offenders Act of 1984 and the previous Juvenile Delinquency Act.

Major Canadian Economic Processes

. Ask students to use a map of Canada to locate major economic activities on a regional basis. Students could also list, chart or make a collage on the distribution of natural resources across Canada.

. Initially, focus on the wealth of natural resources in Canada and the kinds of work Canadians do in relation to those resources. With the class, develop concepts and viewpoints related to the following:

- classification of economic activity: primary, secondary, tertiary. Develop definitions.
- issues about conservation (renewable and non-renewable resources), ecology and pollution.

. Consider the importance to Canada of its export trade. Examine concrete data on why we have to export, and the competition we face. After dealing with the concept of trade as a "two-way street," the teacher can supply data or ask students to find data on economic activity, such as the grain trade or oil production. For example, consider:

- How much wheat is consumed annually in Canada?
- How much is sold to other countries?
- Who else sells wheat to other countries?
- What determines who sells (quality, price, demand)?

. After examining Canadian economic activities in general, divide the class into groups, with each studying a specific economic activity and providing feedback to the class in some detail. So that the feedback to the class can be compiled/compared more easily, it is suggested that each group study its chosen area of economic activity in terms of the following questions:

1) How many people does the industry employ? (Canada Yearbook has the data.)
2) To what extent does the activity contribute to domestic use as against export trade?
3) If the activity produces exports, to which countries are they traded?
4) What kinds of jobs does the industry generate?
5) What kinds of education/training do they require?
6) What kinds of working conditions are involved?
7) What secondary or tertiary industries are related?
8) Is the industry dependent upon extensive transportation services?
9) What technology is involved and what effect might it have in the future?
10) Is there a need for conservation in the industry?
11) Does the industry pose a threat in terms of ecology?

. As group projects, students might undertake library searches to discover such things as:

- how grain is shipped from Saskatchewan to Russia and how long it takes to deliver,
- what working conditions are like in mines today compared to those of 100 years ago,
- the kinds of by-products that are produced from crude oil,
- major techniques/methods used in commercial fishing,
- the different types of trees felled in the logging industry and the goods produced from them.

In presenting findings to the class, groups might use films, speakers, charts, diagrams, maps, dramatize, or display products. The teacher might want to have a competition to see which group produced the best presentation. Although groups preferably will select an economic study of their choice, they will require enough direction to ensure that most physical regions and major Canadian economic activities are covered. Such coverage will reinforce the perspective gained in the initial discussions/examinations of this section.

. See the following references;

- Across Canada
- Canada: A New Geography
- Canada: The Twentieth Century
- Nelson Atlas of Canada
- Gage junior Atlas of Canada
- Geographical Studies of North America
- Ginn Samples Studies of Canada: Making Steel in Hamilton
- National Geographic Society Kit (5 filmstrips, cassettes and teacher guide), Canada 1976

UNIT IV

CANADA IN WORLD AFFAIRS

OVERVIEW

The purpose of this unit is to make students aware of Canada's role in international affairs and to understand that Canada's prosperity and/or survival are closely linked to her relationship with other countries.

FOCUSING QUESTIONS

1. What are Canada's major exports/imports?
2. Who are Canada's major trading partners?
3. How important is international trade to the lifestyle of Canadians?
4. What is the image of Canada and Canadians held in the USA? European countries? Third-world countries?
5. Of what international organizations is Canada a member?
6. What are the roles of these organizations and what role does Canada play in them?
7. What are some significant issues in world affairs with which Canada has been involved?
8. What role is foreseen for Canada in the future in world affairs?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Identify Canada's major trading partners;
- Identify Canada's major imports and exports;
- Identify world organizations of which Canada is a member and their purposes/roles;
- Identify "informal" agreements Canada holds with other countries;
- Recognize ways in which governments either support or reach negatively, from time to time, towards informal international affairs.

Research and Thinking Skills

The student should be able to:

- Use library resources to research Canada's major trading partners;
- Use library resources to research Canada's major imports and exports;
- Assess the merits of Canada's membership in various world organizations.

Attitude and Value Objectives

The student should be able to:

- Describe how they perceive Canada and Canadians;
- Appreciate the role Canada plays in international affairs;
- Recognize the increasing interdependence of countries in the world today;
- Express views on the relative merits of the organizations to which Canada belongs;
- Discuss the relative merits of Canada joining military alliances such as NATO and NORAD.

Social Participation Objectives

The student should be able to:

- Join in discussion groups;
- Extend invitations to relative individuals/groups to speak to the class;
- Prepare group reports.

MATERIALS

See the materials listed in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

Canada's Interdependence in the World

- Introduce the topic by having students discuss how the world views Canada. Do these views coincide with those that Canadians have of themselves? See Discovering Canada: Shaping an Identity, pp. 202-207, 215-221, 470-471, 232-240, 344-357; and Canada: The Twentieth Century, pp. 206, 210-211.

- Students might individually or in groups list words to describe Canada's character/voice in international affairs. If necessary, supply a list of descriptions from which students would select those applicable to Canada. Example: Canada is peaceful, aggressive, dictatorial, hard-nosed, generous, cooperative, detached, consistent, unstable, independent or timid, etc. Students should justify their descriptions with concrete examples.

- Have the class agree on definitions for "formal agreement" and "informal relationship." Monitor the process to ensure that "formal agreement" is associated with political/government action and informal agreement is usually non-political. Examples of formal agreements: the UN, the Commonwealth, NATO and NORAD. Examples of informal relationships: The Red Cross, Scouts, the Olympics, student exchange programs, world hockey tournaments, and Russian circus visits.

- After developing definitions, have students identify particular formal/informal agreements, describe their purposes, when they were established, what member nations are involved and whether or not the agreements are

being kept or appear to be in jeopardy (e.g., participation in the Olympic Games, and/or Canada's contribution to NATO). Students might classify formal organizations/agreements in terms such as: military, religious, cultural, scientific/technological, recreational, medical, educational, and world health. They might identify synonyms for the term "formal agreement," such as "treaty," "pact," "compact," or "contract." Students might display the above information in chart form for comparative purposes.

- Expand upon the topic in the previous unit, which dealt with economic processes in Canada to emphasize the importance of world trade to Canada.

- Have students list major exports and imports and tabulate what portion of annual production is exported (e.g., we sell abroad half the wheat we grow).

- Have students do research to identify balance of trade figures over the last decade (e.g., have we sold more than we bought, or vice-versa).

UNIT V

CANADA AND THE THIRD WORLD

OVERVIEW

This unit is designed to enable students to carry out a comparative study between Canada and third-world countries. Such study may enable students to understand the needs of third-world countries for foreign aid, how Canada may offer such aid, and why residents of third-world countries might wish to emigrate to Canada.

FOCUSING QUESTIONS

1. What is meant by first world, second world, third world?
2. Is Canada a first-, second- or third-world country? Why?
3. What distinguishes the third world?
4. What are some of the economic and social problems of developing nations?
5. In what ways have Canadians been involved in helping developing nations?
6. How does Canada compare with third-world countries?

TOPIC OBJECTIVES

Knowledge Objectives

The student should be able to:

- Define the terms "First," "Second," and "Third World";
- Discuss Canada's role in assisting in the development of third-world nations;
- Identify the benefits of development to both third-world countries and Canada herself.

Thinking and Research Skills

The student should be able to:

- Use newspaper files in the library to locate information on Canada's foreign aid programs;
- Compare lifestyle of a developing country with that of Canada.

Attitude and Value Objectives

The student should be able to:

- Explain why richer countries of the first world should help less fortunate nations;
- Understand some of the elements that often limit the progress and development of third-world nations;
- Understand some of the basic problems third-world nations face;
- Understand how effective support programs are and why some fail.

Social Participation Objectives

The student should be able to:

. Work in groups to carry out projects of study of third-world countries.

MATERIALS

See materials listed in the "Suggested Activities" section.

SUGGESTED ACTIVITIES

. See Canada: The Twentieth Century, pp. 214-215.

. Have students brainstorm and list the many foreign countries they know about under the column headings of First World, Second World, and Third World.

. Explain that Canada's aid to developing nations is administered through CIDA (Canadian International Development Agency). Brainstorm why Canada provides foreign aid. In general, students should be able to understand that aid is offered primarily to help third-world countries help themselves, with the emphasis being on health, food production, education and applied science and technology. However, from time to time, relief is provided from natural disasters (famine, floods, earthquakes, etc.). Students might interpret the saying: "Give a man a fish, and you feed him for a day. Show him how to fish and you feed him for a lifetime." In groups, students might examine types of projects funded by CIDA. They might also identify informal/voluntary aid programs such as the Save-a-Child Fund. They might check newspaper files in the library to find examples of foreign aid programs. They might identify projects that have failed and give reasons. For example, see Discovering Canada: Shaping an Identity, pp. 480-482.

. See the following references:

- Canada: The Twentieth Century, pp. 214-215;
- Discovering Canada: Shaping an Identity, pp. 222-223, 296-324;
- Audio-Visual Kit 338-9117-054: One Earth: Why Care?

Comparing Canada to Third-World Countries

. In general, comparisons between Canada and third-world countries can be made in terms of any of the following:

- size (area of country)
- population and population density
- climate--how it affects vegetation

- land forms and water forms, and whether they are helpful in terms of food supply, energy, travel, recreation, etc.
- natural resources
- economic activity
- medical services
- educational services
- amenities (housing, electricity/power, sanitation, etc.)
- distribution of wealth
- form of governments

. Divide students into groups to study a third-world country of their choice. Groups can do any or all of the following activities:

- Use population maps to compare population distribution. For example, see the graphs on pp. 302 and 303 of Land of Diversity.
- Research natural disasters the country may have suffered and their effects on people's lives.
- Make a collage to portray the people's lifestyle.
- Invite a native of the country or a visitor to the country to speak to the class.
- Obtain information, brochures, etc., from the embassy of the country.
- Explain why they would or would not like to live permanently in the country.

. As a class, students could participate in a project to contribute aid to a third-world country.

. See Canada: The Twentieth Century and Discovering Canada: Shaping an Identity for reference. Students also can use the library, newspapers, magazines, tourism offices and travel agency resources for references.

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